

Glossary

for the
Academic Excellence Indicator System
2001-02 Report

Accountability Rating: This refers to the district and campus ratings assigned by the 2002 accountability system. Districts and campuses are evaluated on performance on the TAAS and the dropout rate. The four levels of ratings are:

- *Exemplary (district and campus);*
- *Recognized (district and campus);*
- *Academically Acceptable (district)/Acceptable (campus);* and
- *Academically Unacceptable (district)/Low-Performing (campus).*

Other rating labels:

Alternative Education - Campuses that applied and were identified as eligible to be evaluated under alternative education procedures receive a rating of *AE: Commended*, *AE: Acceptable*, *AE: Needs Peer Review*, or *AE: Not Rated*.

Charters - At the district level, open-enrollment charters receive the label *Charter*. At the school level, they are given one of the four rating categories listed above, based on the regular accountability system. They may also be rated under the alternative education procedures if appropriate. Note that the first year of operation for a charter school in a new charter district is a benchmark year and it is not rated (unless it requests a rating); it is labeled *NR: Charter (New)*. If a charter had insufficient data to be evaluated for a rating (typically because of very low enrollment or very high student mobility), it will receive a rating label of *NR: Charter (Insufficient Data)*.

NR: PK-K - Campuses that do not serve students within the 1st through 12th grade span, such as pre-kindergarten centers and early education through kindergarten schools are not rated.

Academically Unacceptable: SAI - These districts have been designated as *Academically Unacceptable* due to a *Special Accreditation Investigation*. Special Accreditation Investigations may be conducted when excessive numbers of absences or exemptions of students eligible to be tested on state assessment instruments are determined; in response to complaints related to alleged violations of civil rights or other legal requirements; in response to compliance reviews of financial accounting practices and state and federal program requirements; when extraordinary numbers of students are placed in alternative education programs; and in response to allegations involving conflict between members of the board of trustees or between the board and the district administration.

Suspended: Data Inquiry - These districts and campuses have their ratings *Suspended* due to serious errors in the reporting of data that affect one or more of the base indicators used for assigning accountability ratings. The errors are of such magnitude that the performance results are deemed to be unsuitable for evaluation for standard ratings purposes. The rating will be in effect until such time as an agency investigation determines otherwise.

For a more detailed explanation of the accountability system, see the *2002 Accountability Manual*. A copy of the manual was provided to each superintendent and principal in April 2002. It is also available on the Division of Performance Reporting's website at www.tea.state.tx.us/perfreport/account/2002/manual/. For a detailed explanation of the accountability system used for alternative education schools, see the *2001-2002 Accountability*

Procedures for Alternative Education Manual, available from the TEA Office of Accountability, Development and Support. It is also available online at www.tea.state.tx.us/accounteval.

Accountability Subset: This refers to the group of students whose performance on the TAAS is used to determine a school and district's accountability rating. While all students in grades 3-8 and 10 are required to take the TAAS, not every student's performance is used for their school or district's accountability rating:

- Only test takers who were enrolled in the district as of the last Friday in the previous October are included. This means that, for example, a student who moved into the district a week before the TAAS was given would not be included in the performance for that district or campus or any other, for accountability rating purposes. However, the results for students who move from school to school within the same district are used for accountability purposes. The test results are attributed to the school where the student was tested last.
- For exit-level performance, only 10th graders tested in the spring administration are included in the subset. This includes 10th graders who are repeating the grade and may have previously taken the exit-level TAAS. It does not include test takers in the 11th or 12th grade who are taking the exit-level TAAS, even if they are taking it for the first time.
- While nearly all special education and LEP students take an assessment, some are exempted.

The TAAS Participation Report, included with the AEIS report, shows what percent of a district or school's test takers made up the *Accountability Subset*. Also see *Mobile Subset*, *TAAS*, and *TAAS Participation Report*.

Additional Acknowledgment: See *Gold Performance Acknowledgment*.

Adopted Tax Rate (calendar year 2001) (District Profile only): This is the locally adopted tax rate set for the 2001 calendar year. The total adopted rate is composed of a maintenance and operation rate (M&O) and a debt service rate (sometimes referred to as the Interest and Sinking fund rate). Rates are expressed per \$100 of taxable value. Taxes based on this rate were to be paid by taxpayers in early 2002. The state value shown for the adopted tax rates is the simple average of all the district rates. (*Source: Texas Comptroller of Public Accounts, July 2002*)

Advanced Courses: This indicator is based on a count of students who complete and receive credit for at least one advanced course in grades 9-12. The definition of advanced courses includes dual enrollment courses. Dual enrollment courses are those for which a student gets both high school and college credit. Deciding who gets credit for which college course is described in Texas Administrative Code §74.25:

To be eligible to enroll and be awarded credit toward state graduation requirements, a student must have the approval of the high school principal or other school official designated by the school district. The course for which credit is awarded must provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course.

Appendix C lists all courses identified as advanced, with the exception of courses designated only as dual enrollment. These are not shown, as the list could potentially include a large proportion of all high school courses.

Course completion information is reported by districts through the Public Education Information Management System (PEIMS) after the close of the school year. The values, expressed as a percent, are calculated as follows:

$$\frac{\text{number of students in grades 9-12 who completed at least one advanced course in 2000-01}}{\text{number of students grades 9-12 who completed at least one course in 2000-01}}$$

Schools and districts may qualify for *Gold Performance Acknowledgment* for advanced course completion. In order to qualify, schools and districts serving grades 9-12 must have a rate of at least 25 percent. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2002 Accountability Manual*.

Special education students are included in the results shown for the campus or district and the individual student groups. For purposes of comparison, advanced course completion rates are also shown for the prior year (1999-2000). See also *Appendix C: List of Advanced Courses*, and *Gold Performance Acknowledgment*. (Source: PEIMS, June 2001, June 2000)

Advanced Placement Examinations: See *AP/IB Results*.

Annual Dropout Rate: See *Dropout Rate (Annual)*.

AP/IB Results: These refer to the results of the College Board Advanced Placement (AP) examinations and the International Baccalaureate (IB) examinations taken by Texas public school students in a given school year. High school students may take these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations.

Three values are calculated for this indicator:

- (1) The percent of students in grades 11 and 12 taking at least one AP or IB examination:

$$\frac{\text{number of 11th and 12th grade students taking at least one AP or IB examination}}{\text{number of 11th and 12th grade students}}$$

- (2) The percent of scores at or above the criterion score (3 on AP or 4 on IB):

$$\frac{\text{number of grade 11 and 12 AP \& IB examination scores at or above criterion}}{\text{number of grade 11 and 12 AP \& IB examination scores}}$$

- (3) The percent of examinees with at least one AP or IB score above the criterion score:

$$\frac{\text{number of grade 11 and 12 AP or IB examinees who scored at or above criterion}}{\text{number of grade 11 and 12 AP or IB examinees}}$$

The denominator of equation (1) does not include 11th and 12th grade students served in special education; however, all students who took at least one AP or IB examination are included in the numerator. The performance of special education students is included in the both numerator and denominator of the other equations.

Several items are new for this year:

- Beginning this year this indicator is provided for schools serving grades 11-12 as well as districts. One year of data is provided on the campus-level reports, two years on the district-level reports.
- Also, for the first time, schools and districts may qualify for *Gold Performance Acknowledgment* for participation and performance on AP/IB results. In order to qualify, a high school or district must have a participation rate (*equation 1 above*) of at least 15.0%, and at least 50.0% of examinees scoring at or above the criterion score (*equation 3 above*). For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2002 Accountability Manual*.
- Finally, due to the timing of the release of *Gold Performance Acknowledgment* results, the AP/IB results reported are from the prior year. (Two years of results are still shown, for comparison purposes.)

See also *Gold Performance Acknowledgment*. (Sources: Educational Testing Service, a College Board contractor, Aug. 2001, Aug. 2000; The International Baccalaureate Organization, Aug. 2001, Aug. 2000; and PEIMS, Oct. 2001, Oct. 2000)

ARD Exempt: This refers to the Admission, Review, and Dismissal committee that determines the education plan for every student in special education. See also *Special Education* and *TAAS Participation Report*.

Attendance Rate: Attendance rates reported in AEIS are based on student attendance for the entire school year. Attendance is calculated as follows:

$$\frac{\text{total number of days students were present in 2000-01}}{\text{total number of days students were in membership in 2000-01}}$$

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their attendance rate. In order to qualify, an elementary school must have a rate of at least 97.0%; a middle school or junior high school must have a rate of at least 96.0%; a high school must have a rate of at least 95.0%; multi-level schools and districts must have a rate of at least 96.0%. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2002 Accountability Manual*.

Attendance rates are shown for 1999-2000 and 2000-01. Only students in grades 1-12 are included in the calculations. See also *Gold Performance Acknowledgment*. (Source: PEIMS, June 2001, June 2000)

Auxiliary Staff (District Profile only): This shows the Full-Time Equivalent (FTE) count of staff reported without a role but with a PEIMS employment and payroll record. Counts of auxiliary staff are expressed as a percent of total staff. For auxiliary staff, the FTE is simply the value of the percent of day worked expressed as a fraction. (Source: PEIMS, Oct. 2001)

Average Actual Salaries (regular duties only): For each professional staff type, the total salary is divided by the total FTE count of staff who receive that salary. The total actual salary amount is pay for regular duties only and does not include supplemental payments for coaching, band and orchestra assignments, and club sponsorships. (Source: PEIMS, Oct. 2001)

Average Teacher Salary by Years of Experience (regular duties only): Total pay for teachers within each experience group is divided by the total teacher FTE for the group. The total actual salary amount is pay for regular duties only and does not include supplements. (Source: PEIMS, Oct. 2001)

Average Years Experience of Teachers: Weighted averages are obtained by multiplying each teacher's FTE count by years of experience. These amounts are summed for all teachers and divided by the total teacher FTE count, resulting in the averages shown. Average years experience refers to the total number of (completed) years of professional experience for the individual, while average years experience with a district refers to tenure, *i.e.*, the number of years employed in the reporting district, whether or not there has been any interruption in service. (Source: PEIMS, Oct. 2001)

Budgeted Instructional Operating Expenditures by Program: These are budgeted instructional operating expenditures categorized by the individual program for which they were budgeted: Regular Education (Basic Educational Services); Special Education (Services to Students with Disabilities); Compensatory Education (Accelerated); Career and Technology Education; Bilingual/ESL Education (Bilingual and Special Language Programs); and Gifted and Talented Education. Percentages are expressed per total instructional operating expenditures. Instructional operating expenditures include those activities which deal directly with the instruction of pupils (functions 11, 95). Instructional Leadership expenditures (function 21) are not included. See also *Appendix B*. (Source: PEIMS, Oct. 2001)

Campus Group: See *Comparable Improvement*.

Class Size Averages by Grade and Subject: These values show the average class size for elementary classes (by grade) and for secondary classes by subject for selected subjects. Classes identified as serving regular, as well as compensatory/remedial, gifted and talented, career & technology, and honors students are included in these averages. The method for calculating the number of classes differs depending on whether the class is elementary or secondary due to different reporting practices. For secondary classes, each unique combination of teacher and class time is counted as a class. Averages are determined by summing the number of students served and dividing by a calculated count of classes. For elementary classes, the teacher's FTE value is considered when determining class size. Districts do not report actual class size averages; these values are derived from Staff Responsibility records. Class averages are reported on both the campus and district reports. (*Source: PEIMS, Oct. 2001*)

College Admissions Tests: These include the College Board's SAT and ACT, Inc.'s ACT Assessment. Both testing companies provide the agency with testing information annually on test participation and performance of the most recent graduating seniors from all Texas public schools. Only one record is sent per student. If a student takes an ACT or SAT test more than once, the agency receives the record for the most recent examination taken.

Three values are calculated for this indicator:

- (1) The percent of graduates who took either college admissions test:

$$\frac{\text{number of graduates who took either the SAT or the ACT}}{\text{number of graduates}}$$

- (2) The percent of examinees who scored at or above the criterion score on either test (1110 on the SAT, or 24 on the ACT):

$$\frac{\text{number of examinees who scored at or above criterion}}{\text{number of examinees}}$$

- (3) The average score for each (SAT total and ACT composite), calculated as follows:

$$\frac{\text{total score for all students who took the SAT}}{\text{number of students who took the SAT}}$$

and

$$\frac{\text{total score for all students who took the ACT}}{\text{number of students who took the ACT}}$$

Note that "graduates" in the denominator of equation (1) does not include special education graduates; however, special education graduates who took either the SAT or ACT are included in the numerator. (See *Graduates*.) For purposes of year-to-year comparison, results are reported for graduating seniors in the class of 2000 and the class of 2001.

In order to qualify for *Gold Performance Acknowledgment* for performance on college admissions tests, the school or district must have at least 70.0% of its graduates taking either the SAT or the ACT, and 40.0% of examinees meeting or exceeding the criterion score on either test. For a more detailed explanation of *Gold Performance Acknowledgment*, see the 2002 *Accountability Manual*.

See also *Gold Performance Acknowledgment*. (*Source: Educational Testing Service, a College Board contractor (SAT) Oct. 2001, Oct. 2000; ACT, Inc. (ACT) Oct. 2001, Oct. 2000; and PEIMS, Oct. 2001, Oct. 2000*)

Comparable Improvement: Comparable Improvement (CI) is a measure that calculates how student performance on the TAAS mathematics and reading tests has changed (or grown) from one year to the next, and compares the change to that of the 40 schools that are demographically most similar to the target school.

Campus Group - The first step to determining a school's comparable improvement is to create the school's comparison group. Each school (also referred to as *campus*) has a unique comparison group of 40 other public schools (from anywhere in the state), that closely matches that school on six characteristics. (Note that only schools that carry a rating of *Exemplary*, *Recognized*, *Acceptable*, or *Low-Performing* are included in comparison groups.)

The demographic characteristics used to construct the campus comparison groups include those defined in statute as well as others found to be statistically related to performance. They are:

- the percent of African American students enrolled for 2001-02;
- the percent of Hispanic students enrolled for 2001-02;
- the percent of White students enrolled for 2001-02;
- the percent of economically disadvantaged students enrolled for 2001-02;
- the percent of limited English proficient (LEP) students enrolled for 2001-02; and
- the percent of mobile students as determined from 2000-01 cumulative attendance.

All schools are first grouped by type (elementary, middle, high school, or multi-level). Then the group is determined on the basis of the most predominant features at the target school. In the attached example (Appendix D, page 1) the target school (Sample H S) has 7.6% African American, 36.8% Hispanic, 53.9% White, 28.2% economically disadvantaged, 10.7% limited English proficient, and 23.7% mobile students. Of these features, the most predominant (*i.e.*, the largest) is the percent of White students, followed by the percent of Hispanic students, the percent of economically disadvantaged students, the percent of mobile students, the percent of limited English proficient students, and finally, the percent of African American students. The following steps illustrate the group identification process:

- Step 1: 100 high school campuses having percentages closest to 53.9% White students are identified;
- Step 2: 10 schools from the initial group of 100 are eliminated on the basis of being most distant from the value of 36.8% Hispanic;
- Step 3: 10 of the remaining 90 schools which are most distant from 28.2% economically disadvantaged students are eliminated;
- Step 4: 10 of the remaining 80 schools which are most distant from 23.7% mobile students are eliminated;
- Step 5: 10 of the remaining 70 schools which are most distant from 10.7% limited English proficient students are eliminated;
- Step 6: 10 of the remaining 60 schools which are most distant from 7.6% African American students are eliminated; and
- Step 7: 10 of the remaining 50 schools which are most distant from 7.6% African American and/or 28.2% economically disadvantaged students are eliminated. (This last reduction step is based on the least predominant characteristics among the four student groups evaluated in the accountability system: African American, Hispanic, White, and economically disadvantaged.)

The final group size is 40 schools. This methodology creates a unique comparison group for every campus. Please note the following:

- With this methodology, the number of times a school appears as a member of other groups will vary.
- In cases where the campus has a missing mobility value, the district's average mobility is used as a proxy. This will happen for schools in their first year of operation.
- Districts are not grouped, nor is CI calculated for districts.

In the performance section of a campus AEIS report, the value given in the Campus Group column is the *median* of the values from the 40-school group for that campus. (The *median* is defined as that point in the distribution of values, above and below which one-half of the values fall.) On the profile section of the report, the value given in the Campus Group column is the *mean*, or average value. If a report contains question marks (?) in the Campus Group column, this means there were too few schools in the comparison group (specifically, fewer than 25 schools) to have confidence in the *median* values. Such small numbers are considered too unstable to provide an adequate comparison group value.

Texas Learning Index (TLI) - The TLI is a score of a student's performance on the TAAS reading or mathematics test. It can be used to tell how far a student is above or below the passing standard. For example, the passing standard is a TLI of 70. A student TLI of 72 indicates that the student passed, but not by as great a margin as a classmate whose TLI was 90. The TLI is available only for the TAAS (English version) reading and mathematics tests at grades 3, 4, 5, 6, 7, 8 and 10.

TLI Average Growth (TAG) - Calculation of Comparable Improvement for a particular school is based on the growth in students' Texas Learning Index (TLI) scores on the TAAS reading and mathematics tests given from one year to the next.

Students included in a school's CI are those who:

- took the spring 2002 TAAS reading and/or mathematics tests, in grades 4, 5, 6, 7, 8, or 10;
- are part of the 2002 *Accountability Subset* (see TAAS);
- can be matched to the spring 2001 TAAS administration—anywhere in the state—to find their prior year TLI score for reading, and/or mathematics. Note: tenth grade students tested in spring 2002 are matched to their eighth grade test of 2000; and growth is not calculated for third grade test takers since that is their first TAAS test; and
- scored a TLI of 84 or below in the 2001 TAAS administration. Students who score above a TLI of 84 are at the top of the score range. Since they are most likely to show loss rather than growth, their results are removed from the TAG calculation and reported separately.

CI is calculated separately for TAAS reading and TAAS mathematics. For each matched student and each subject, TLI growth is determined by subtracting the prior year TLI value from the current year TLI value. The student-level TLI growth values are then aggregated to the campus level to create a TLI Average Growth (TAG) for each campus. The TAG values, rounded to two decimal places, are calculated as follows:

$$\text{TAG (reading)} = \frac{\text{sum of matched student TLI growth values for reading}}{\text{total number of matched students in reading}}$$

$$\text{TAG (mathematics)} = \frac{\text{sum of matched student TLI growth values for mathematics}}{\text{total number of matched students in mathematics}}$$

Interpretation of Comparable Improvement - Comparable Improvement is expressed as the quartile position of a school within its comparison group. For example, if a school is in the top quartile for reading, that means that the average growth in reading of the students tested at that school is greater than that of the students at three-quarters of the schools in its comparison group.

Quartile positions are determined separately for reading and mathematics. The TAG values for the schools in the comparison group are sorted from highest to lowest, and then divided into four quartiles, with each quartile containing one-fourth of the schools:

- Q1 (top 25 percent of TAG values within the comparison group);
- Q2 (in the top 50 percent, but not in the top 25 percent);
- Q3 (in the bottom 50 percent, but not in the lowest 25 percent); and
- Q4 (lowest 25 percent).

Note the following points:

- Because there are 40 schools in a comparison group, there are usually 10 schools in each quartile (with the target school being the 11th school in its quartile). Exceptions to this occur when a group has tied TAG values at the border between quartiles, or when a school in a group has too few “matched students,” and is therefore not assigned a TAG value or a quartile. This will cause the number of schools in each quartile to vary.
- High growth (TAG) values do not necessarily imply that more students are passing the TAAS. It simply evaluates the performance growth of all students regardless of whether they passed or failed.
- A school’s quartile position can vary by subject. For instance, in the attached example (Appendix D, page 2), the target school is Q1 in reading with a TAG value of 5.38, and is Q2 in mathematics with a TAG value of 2.90. Quartile position is relative to the performance of the other schools in the group.
- A school may be Q1 for its own group and Q4 as a member of another school’s group. (However, the quartile value evaluated for a particular school is the one determined for the school’s own group.)
- Any school with fewer than 10 matched students for a subject will not have TAG values calculated and will not be assigned a quartile position.
- The number of matched students for reading may differ from the number of matched students for mathematics.

In order to qualify for *Gold Performance Acknowledgment* for performance on Comparable Improvement, the school must be in Q1, and have at least 50.0% of their (matched) test takers scoring a TLI of 85 or greater in the prior year. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2002 Accountability Manual*.

For a description of each aspect of the Comparable Improvement Report, see *Appendix D*. See also *Gold Performance Acknowledgment*. (Source: *PEIMS*, Oct. 2001, and June 2001; *TEA Division of Student Assessment*)

Completion Rate/Student Status: These longitudinal rates show the status of the students expected to graduate with the class of 2001 who first attended ninth grade in the 1997-98 school year. This group of students is known as the *1997-98 cohort*, and their progress was tracked over four years using the data provided to TEA by districts. Any student who transferred into the 1997-98 cohort is added to it, and any student who transfers out of the 1997-98 cohort is subtracted from it.

- A student who “transfers in” is one who, for example, moves into the cohort from another high school in Texas or from out of state.
- A student who “transfers out” is one who, for example, moves to another high school in Texas; note that these students are then “transferred into” the cohort of the receiving high school and district. There are also students who move out of the state or out of the country, or students who transfer to private schools or who are home-schooled. These types of transfers cannot be tracked and are taken out of the cohort.

This indicator is reported for districts as well as for high schools that have had continuous enrollment in grades 9-12 since at least the 1997-98 school year. The four final outcomes are:

- (1) **Percent Graduated:** Based on the 1997-98 cohort, this shows the percentage that received their high school diploma on time or earlier — by the end of the 2000-01 school year. It is calculated as follows:

$$\frac{\text{Number of students from the cohort who received a high school diploma by the end of 2000-01}}{\text{Number of students in the 1997-98 cohort}}$$

- (2) **Percent Received GED:** Based on the 1997-98 cohort, this shows the percentage that received a General Educational Development certificate by the end of the 2000-01 school year. It is calculated as follows:

$$\frac{\text{Number of students from the cohort who received a GED by the end of 2000-01}}{\text{Number of students in the 1997-98 cohort}}$$

- (3) **Percent Continued High School:** Based on the 1997-98 cohort, this shows the percentage still enrolled as students for the 2001-02 school year. It is calculated as follows:

$$\frac{\text{Number of students from the cohort who were enrolled for the 2001-02 school year}}{\text{Number of students in the 1997-98 cohort}}$$

- (4) **Percent Dropped Out:** Based on the 1997-98 cohort, this shows the percentage that dropped out and did not return by the end of the 2000-01 school year. It is calculated as follows:

$$\frac{\text{Number of students from the cohort who dropped out before the end of 2000-01}}{\text{Number of students in the 1997-98 cohort}}$$

These four outcomes sum to 100% (percentages may not be exactly 100 due to rounding).

For purposes of comparison, the completion rate/student status for the class of 2000 is also provided. For further information on these rates, see the *Report on Secondary School Completion and Dropouts 2000-01*. (Source: PEIMS, Oct. 2001, June 2001, Oct. 2000, June 2000, Oct. 1999, June 1999, Oct. 1998, June 1998, Oct. 1997, June 1997, June 1996, June 1995)

Criterion Score: This refers to the scores on SAT and ACT college admissions tests and the AP and IB tests. For college admissions tests, the criterion scores are at least 24 on the ACT (composite) and at least 1110 on the SAT (total). For AP and IB tests, the criterion scores are at least 3 on AP tests, and at least 4 on IB tests. See also *College Admissions Tests* and *AP/IB Results*.

Data Quality (*from District Profile Section*): For 2002, AEIS reports show the percent of errors a district made in two key data submissions: 1) the PID Error Rate, and 2) the Underreported Student Rate.

- (1) The Person Identification Database (PID) system ensures that each time information is collected for a student, the identifying information matches other data collections for that

student. This allows student data to be linked such as enrollment records, which are collected in October, to attendance records, which are collected in June; or data to be matched across years. It also helps maintain student confidentiality by assigning a PID ID that is not part of the student's identifying information.

Each district during the data submission process has the ability to run PID Discrepancy Reports which show any PID errors found. The district then has time to correct the errors before its submission is finalized. While the PID error rate has declined significantly over the years, any amount of error has a detrimental effect on the calculation of longitudinal measures such as the four-year dropout rate and the high school completion rate. The AEIS reports show the student PID error rate for PEIMS Submission 1 (Fall 2001).

The rate is calculated as follows:

$$\frac{\text{Number of student PID errors found in PEIMS submission 1 (fall 2001)}}{\text{Number of student records in PEIMS submission 1 (fall 2001)}}$$

- (2) Underreported students are 7th – 12th graders who were enrolled at any time the prior year, whom the district has not accounted for in the current year: in other words, they were not reported as returning to school, having graduated or received a GED, having died, having dropped out or having transferred to another school. (For a more complete definition of leavers, see *Leaver Records*.)

The rate is calculated as follows:

$$\frac{(\text{Number of 7}^{\text{th}} - 12^{\text{th}} \text{ graders reported in enrollment or attendance in 2000-01}) \text{ minus } (\text{Number of those same students reported as returning in 2001-02 or as leavers})}{\text{Number of 7}^{\text{th}} - 12^{\text{th}} \text{ graders reported in enrollment or attendance in 2000-01}}$$

Note that in some cases districts *overreport* students as leavers when those students were not in attendance or enrollment at the district in the prior year. These overreported leavers are in the denominator of the above formula.

There are accountability consequences for districts that exceed certain thresholds for this measure. A rate greater than 10.0% or a number over 1,000 exceeds the current threshold and for this reason is noted with a double asterisk (**) on the AEIS report. Districts with five or fewer underreported students and a rate greater than 10.0% are not considered to be over the threshold. Any district that exceeds this threshold cannot be rated *Exemplary* or *Recognized*. (Source: *PEIMS, Oct. 2001, June 2001, Oct. 2000*)

Distinguished Achievement Program: See *Recommended High School Program*.

Dropout: A student is identified as a dropout if he or she is absent without an approved excuse or documented transfer and does not return to school by the fall of the following year, or if he or she completes the school year but fails to re-enroll the following school year.

Dropout counts are obtained from PEIMS records. Districts report the status of all students who were enrolled in grades 7 – 12 in the district during the prior school year in one of two ways: as being currently in school (Enrollment record) or as having left school (Leaver record). The Leaver record provides 43 possible reasons for leaving school. Generally, a school leaver can be put into one of four categories:

- (1) The student graduated or received a GED.
- (2) The student died.
- (3) The student left school with appropriate documentation of continuing education elsewhere.

- (4) The student left school for other reasons.

Students coded with one of the many reasons under the fourth category are considered dropouts. However, before the dropout rate is finalized, a statewide reconciliation system is run in which information about reported leavers is merged with statewide enrollment and attendance records, graduation records, and GED records. Students who are found in these files, indicating they were reported as leavers, are excluded from the dropout rate for the school and district. Students not found in those files are considered *official* dropouts. See also *Dropout Rate (Annual)*.

(Source: *PEIMS, Oct. 2001, June 2001, Oct. 2000, June 2000, Oct. 1999, and June 1999; and General Educational Development Information File*)

Dropout Rate (Annual): The annual dropout rate is the count of official dropouts summed across all grades (7-12) divided by the number of students summed across all grades (7-12). It is calculated as follows:

$$\frac{\text{number of students who dropped out at any time during the school year}}{\text{number of students who were in attendance at any time during the school year}}$$

Annual dropout rates are shown for 2000-01 and 1999-2000.

Note that a cumulative count of students is used in the denominator as well as the numerator. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student who enrolled at the school throughout the school year. If the student dropped out, the student was counted as a dropout for the district last attended (as well as for the campus where the student was enrolled in that district). See also *Dropout and Leaver Record*. (Source: *PEIMS, Oct. 2001, June 2001, Oct. 2000, and June 2000*)

Economically Disadvantaged: The percent of economically disadvantaged students is calculated as the sum of the students coded as eligible for free or reduced-price lunch or eligible for other public assistance, divided by the total number of students:

$$\frac{\text{number of students coded as eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

See also *Comparable Improvement*. (Source: *PEIMS, Oct. 2001, Oct. 2000; and TEA Division of Student Assessment*)

Educational Aides: Educational aides are staff who are reported with a role of 033 (Educational Aide) or 035 (Interpreter for the Deaf or Hard of Hearing). These aides are referred to as paraprofessional staff. The FTE counts of educational aides are expressed as a percent of the total staff FTE. (Source: *PEIMS, Oct. 2001*)

End-of-Course Examination: Students completing an Algebra I, Biology, English II, or U.S. History class must take an end-of-course (EOC) examination. The 2001-02 AEIS report shows two values for this indicator:

- (1) The percent of students who passed each end-of-course examination:

$$\frac{\text{number of students who passed the EOC examination}}{\text{number of students who took the EOC examination}}$$

- (2) The percent of students who took each end-of-course examination:

$$\frac{\text{number of students who took the EOC examination}}{\text{number of students enrolled in the grades taking the EOC examination}}$$

The grades included for reporting each examination are:

- Algebra I – grades 7-12

- Biology – grades 9-12
- English II – grades 9-12
- U.S. History – grades 9-12

Students may take end-of-course examinations at different times of the year. The passing and taking rates include the following test administrations:

- End-of-Course examinations in 2002: summer 2001, fall 2001, and spring 2002
- End-of-Course examinations in 2001: summer 2000, fall 2000, and spring 2001

In 2002, schools and districts may qualify for *Gold Performance Acknowledgment* based on their performance on the Algebra I end-of-course examination. In order to qualify, 90.0% or more of students tested must have passed. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2002 Accountability Manual*.

Other important information:

- The performance of special education students is included in all groups for this measure.
- *Preview of 2003 Exit Level* - For planning purposes, the passing rates for each of the four end-of-course examinations can be used as a preview of the 2003 exit-level examination, and are labeled as such on the AEIS report. These tests are considered the best currently available predictor of performance on the new exit-level examinations (TAKS) which will be administered beginning in 2003.

See also *Gold Performance Acknowledgment*. (Source: TEA Division of Student Assessment and PEIMS, Oct. 2001, and Oct. 2000)

End-of-Course Examination Credit for Graduation: Students eligible to take the spring 2002 exit-level TAAS at grade 10 may have chosen not to take the test if they had already met their testing requirement for graduation by passing end-of-course examinations. In order to be eligible for this credit, the student must have passed (by fall 2001) the end-of-course examinations for both Algebra I and English II, and either U.S. History or Biology. Students in this category were credited as passers in calculating the school and district's TAAS passing rate for the accountability ratings.

If a student met the end-of-course testing requirement for graduation but still chose to take the TAAS, his or her performance on the TAAS was used in calculating the school and district's accountability ratings.

Enrollment: See *Total Students*.

Ethnic Distribution: Students are reported as White, African American, Hispanic, Asian/Pacific Islander, and Native American. In the profile section, both counts and percentages of the total number of students are shown. (Source: PEIMS, Oct. 2001, Oct. 2000; Educational Testing Service; American College Testing Program; and TEA Division of Student Assessment)

Exclusions: These are counts of individuals who serve public school students, but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services Arrangement (SSA) Staff (District Profile only)* work in schools located in districts other than their employing district, or their payroll shows an organization code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are

identified by the type of fund from which they are paid. *Contracted Instructional Staff (District and Campus Profile)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (Source: *PEIMS, Oct. 2001*)

FTE: Full-Time Equivalent.

Fund Balance Information (from *District Profile Section*): The amount of undesignated, unreserved fund balance that existed at the end of the 2000-01 school year is reported for each district.

The unreserved fund balance is not legally restricted and has two components: designated and undesignated. The designated component requires local board action to earmark the balance for bona fide purposes that will be fulfilled within a reasonable period of time. The undesignated component is available to finance monthly operating expenditures.

The amount reported in the AEIS report is the undesignated component, calculated as the difference between the total unreserved fund balance and the designated unreserved fund balance. This balance amount is expressed as a percent of the total budgeted expenditures (for the general fund) for the current year (2001-02) as specified in statute. (Source: *Financial Audit Report, Dec. 2001*)

Gold Performance Acknowledgment: A school or district may qualify for *Gold Performance Acknowledgment* for their students' performance on any of the following indicators:

- Attendance Rate
- Comparable Improvement – Mathematics (*campus only*)
- Comparable Improvement – Reading (*campus only*)
- Algebra I End of Course Examination
- Advanced Academic Courses
- AP/IB Examination Results
- College Admissions Test Results (ACT and SAT)
- TAAS/TASP Equivalency
- Recommended High School Program/Distinguished Achievement Program

Schools and districts receive one of the following categories for each indicator. *Acknowledged* signifies they met the *Gold Performance* standard for the indicator; *Does Not Qualify* signifies that they did not meet the standard for the indicator or that the school or district was not eligible due to *Low-Performing* or *Academically Unacceptable* status; *Not Applicable* signifies there were no data to be evaluated for the indicator, usually due to the grades served by the district or campus. Schools evaluated under the alternative education procedures are not evaluated for *Gold Performance Acknowledgment* and are noted as *Not Applicable*. Schools that were initially *Not Rated* or were rated low-performing but were later assigned a different rating as a result of an appeal are not eligible for *Gold Performance Acknowledgment*.

In prior years these acknowledgments were known as *Additional Acknowledgments*. Please refer to the *2002 Accountability Manual* for detailed information on the standards for *Gold Performance Acknowledgment*. A copy of the manual was provided to each superintendent and principal in April 2002. It is also available on the Division of Performance Reporting's website at www.tea.state.tx.us/perfreport/account/2002/manual/index.html.

See also *Attendance Rate, Comparable Improvement, End of Course Examination, Advanced Courses, AP/IB Examination Results, College Admissions Tests, TAAS/TASP Equivalency, and Recommended High School Program.*

Graduates (Class of 2001): In the profile section, this is the total number of graduates (including summer graduates) for the 2000-01 school year, as reported by districts in the fall of 2001. The value includes 12th graders who graduated as well as graduates from other grades. Students in special education who graduate are included in the totals, and are also reported as a separate group. Counts of students graduating under the recommended high school or distinguished achievement programs are also shown.

Students graduating with the class of 2001 could be coded with one of the following types:

- Minimum High School Program
- Recommended High School Program
- Distinguished Achievement Program
- Special Education student completing an IEP

Graduates are calculated slightly differently for three of the indicators on the performance section of the AEIS report:

- College Admissions results do not indicate whether the examinee is served in special education; therefore, there is no way to know if a student taking the SAT or ACT is served in special education. However, because relatively few students served in special education take college admissions tests, only non-special education graduates are included in the denominator.
- The TAAS/TASP Equivalency denominator includes some special education graduates, but not all. It excludes those who graduate under an Individual Education Plan (IEP) and are therefore exempt from taking the exit-level TAAS, the performance measure used to create this indicator.
- The Recommended High School Program indicator includes all graduates, special education and non-special education.

See also *Completion Rate/Student Status* and *Recommended High School Program*. (Source: PEIMS, Oct. 2001)

International Baccalaureate (IB): See *AP/IB Results*.

Leaver Record: In the fall of each year, districts report all 7th through 12th grade students who were enrolled or in attendance at any point during the prior year but who did not re-enroll the following fall. This group of "leavers" includes students such as those who graduated or received a GED, moved to another district, state, or country, died, or dropped out. This information is sent to TEA in Submission 1 of the annual PEIMS data collection.

After the data submission process is complete, PEIMS and several other statewide databases are searched to determine if any of the leaver records can appropriately be excluded from consideration as dropouts for accountability ratings purposes. Students' leaver records are excluded from the district and campus list of dropouts if the students:

- have remained enrolled in a public school somewhere in the state, according to the school district attendance and enrollment information provided through PEIMS;
- have received a General Educational Development (GED) certificate and appear on the GED information file at the time the reconciliation procedures are executed;
- graduated from any other district; or

- were identified as a dropout in the past. A student is counted only once as an official dropout in the statewide accountability system, even if the student drops out repeatedly.

See also *Data Quality Measures*. (Source: *PEIMS*, Oct. 2001, June 2001, Oct. 2000, June 2000, Oct. 1999, and June 1999; *General Educational Development Information File*; *Secondary School Completion and Dropouts in Texas Public Schools, 2000-01*, Texas Education Agency)

Limited English Proficient (LEP): These are counts of students identified as limited English proficient by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. Not all pupils identified as LEP receive bilingual or English as a second language instruction, although most do. Percentages are calculated by dividing the number of LEP pupils by the total number of students in the school or district. See also *Comparable Improvement* and *TAAS Participation Report*. (Source: *PEIMS*, Oct. 2001)

Longitudinal Dropout Rate: See *Completion Rate/Student Status*.

Mobile Subset: This refers to the group of TAAS test takers whose performance is excluded when determining a school or district's accountability rating. Students may take the test but be excluded for accountability ratings purposes if they were not enrolled in that district by the last Friday in the previous October. Note that this calculation is different from that used to determine Mobility (below). See also *Accountability Subset*, *TAAS Participation Report*, and *Appendix E*.

Mobility (from Campus Profile Section): A student is considered to be mobile if he or she has been in membership at the school for less than 83% of the school year (*i.e.*, has missed six or more weeks at a particular school).

number of mobile students in 2000-01

number of students who were in attendance at any time during the 2000-01 school year

This rate is calculated at the campus level. The mobility rate shown in the profile section of campus reports under the "district" column is based on the count of mobile students identified at the campus level. That is, the district mobility rate reflects school-to-school mobility, within the same district or from outside the district. See also *Comparable Improvement*. (Source: *PEIMS*, June 2001)

n/a: This indicates data that are not available or are not applicable.

Number of Students per Teacher: This shows the total number of students divided by the total teacher FTE count. (Source: *PEIMS*, Oct. 2001)

Paired Schools: Schools that reported enrollment but do not have grades in which the TAAS is given (*e.g.* 9th grade centers, K-2 schools, etc.) are paired with schools with which they have a "feeder" relationship to determine accountability ratings. For example, Travis 9th Grade Center feeds its students into Navarro High School, a 10th-12th grade high school, so the district pairs these two schools for accountability purposes. The accountability ratings for these two schools are determined as follows: Travis' dropout rate is used along with Navarro's TAAS pass rates to determine Travis' rating. Navarro High School, on the other hand, has its own dropout rate and TAAS pass rates to determine its rating. For this reason, two schools that are paired can receive different ratings.

Schools are also paired to determine *Comparable Improvement (CI)* and *Progress of Prior Year TAAS Failers*, if they only test students in grade 3. While students at these schools have current year test scores, these two indicators measure change in student performance on the TAAS from prior year to current year. The schools must be paired with schools that test in grade 4. Note that this type of pairing does not affect the accountability ratings for these schools, but it will have an effect on whether or not they receive *Gold Performance Acknowledgment* for

Comparable Improvement. For more information, see *Comparable Improvement and Progress of Prior Year TAAS Failers*.

Permits by Type (from *District Profile Section*): This indicates the number of permits issued by permit type. Individuals may be issued more than one permit; for that reason only counts are shown, not percentages. Permit types are

- Emergency for Certified Personnel;
- Emergency for Uncertified Personnel;
- Nonrenewable;
- Temporary Classroom Assignment;
- District Teaching; and
- Temporary Exemption.

(Source: *PEIMS, Oct. 2001*)

Per Pupil Expenditures: This value shows budgeted expenditures for groups of functions divided by the total number of students in the district or school. Note that the number shown is not the amount actually spent per pupil, but rather a per-pupil average of the total budget. Per pupil expenditures are shown for total expenditures and for various groupings of operating categories. See also *Total Operating Expenditures by Function* for definitions of each functional group, and *Total Campus Budget by Function* for definitions of each functional group shown on the campus report.

In the “per pupil” sections on both the district and campus reports, instructional leadership is combined with the instruction category in order to comply with legislative mandates that instructional costs per pupil and administrative costs per pupil be reported. Please note that when comparing averages for school-level expenditures, the state and district averages include all types of schools. For example, a high school’s per pupil expenditures may not be comparable to the state average because the state value includes elementary and middle schools, which typically have lower per pupil expenditures than high schools. Other variables that may affect comparisons are the experience level of teachers and administrators, the types of instructional programs offered, and the student characteristics. See also *Appendix B*. (Source: *PEIMS, Oct. 2001*)

Preview of 2003 Exit Level: See *End-of-Course Examination*.

Professional Staff: This is a full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and, on the district profile, central administrators. Staff are grouped according to the PEIMS roles reported. Each type of professional staff is shown as a percentage of the total staff FTE. See also *Appendix A*. (Source: *PEIMS, Oct. 2001*)

Progress of Prior Year TAAS Failers: The progress, or growth, shown with this measure is determined by comparing the performance of students who failed the TAAS in the prior year with their subsequent performance the following year. Specifically, for the 2002 measure, students included are those who:

- took the spring 2002 TAAS reading and/or mathematics tests in grades 4, 5, 6, 7, 8, or 10 (growth is not calculated for third grade test takers since that is their first TAAS test);
- are part of the *Accountability Subset*;
- can be matched to the spring 2001 TAAS administration—anywhere in the state—to find their prior year TLI (Texas Learning Index) score for reading and/or mathematics. Note: tenth grade students tested in spring 2002 are matched to their eighth grade test of 2000;

- scored a TLI of 69 or below in the 2001 TAAS administration. Students who scored above a TLI of 69 are excluded from this measure because they passed the test in 2001.

Growth is calculated separately for TAAS reading and TAAS mathematics. For each matched student, a growth value is determined by subtracting the prior year TLI value from the current year TLI value. For example, Student A received a TLI of 55 on TAAS reading in 2001 and a TLI of 60 in 2002, resulting in a “growth value” of 5. However, if Student B received a 55 on TAAS reading in 2001 and a 50 in 2002, the resulting value would be -5, a negative number. These growth values are added together at the campus level and divided by the number of matched students who failed the test in 2001 to create the average TLI growth for the campus. The reported measures for reading and mathematics, rounded to two decimal places, are calculated as follows:

$$\text{Growth (reading)} = \frac{\text{sum of growth values for reading}}{\text{total number of matched students who failed reading in 2001}}$$

$$\text{Growth (mathematics)} = \frac{\text{sum of growth values for mathematics}}{\text{total number of matched students who failed mathematics in 2001}}$$

Note that reports of *Progress of Prior Year TAAS Failers by grade* are available for each district and campus on the internet, within the AEIS report that appears on the Division of Performance Reporting's website. To view these reports, access the HTML version of a campus or district report from the AEIS site (www.tea.state.tx.us/perfreport/aeis/2002/). A link below the line showing the *Progress of Prior Year TAAS Failers* will produce a separate report, by grade. See also *Texas Learning Index*. (Source: TEA Division of Student Assessment)

Reading Proficiency Tests in English (RPTE): These tests are designed to measure annual growth in the English reading proficiency of second language learners, and are used along with English and Spanish TAAS to provide a comprehensive assessment system for limited English proficient (LEP) students.

The RPTE is constructed with items from each of three levels of proficiency — *Beginning*, *Intermediate*, and *Advanced*. LEP students in Grades 3-12 are required to take the RPTE until they achieve advanced proficiency. Once they achieve a rating of *Advanced* they are required to take the TAAS in subsequent years.

The AEIS reports show the percent of students who moved from a level of *Beginning* or *Intermediate* on the 2001 RPTE to each of the three levels on the 2002 test. Students included in the measure are those who:

- scored at the *Beginning* or *Intermediate* level on the spring 2001 RPTE;
- took the RPTE in spring 2002;
- were part of the *Accountability Subset*; and
- took the spring 2001 RPTE anywhere in the state.

This year the AEIS reports show two years of RPTE performance. (Source: TEA Division of Student Assessment)

Recommended High School Program: This indicator shows the percent of graduates who were reported as having satisfied the course requirements for the Texas State Board of Education Recommended High School Program or Distinguished Achievement Program. It is calculated as follows:

number of graduates reported with graduation codes for
"Recommended High School Program," or "Distinguished Achievement Program"

number of graduates

Note that all special education students are included in this calculation. In order to qualify for *Gold Performance Acknowledgment* for this indicator, at least 40.0% of the school or district's graduates must have met or exceeded the requirements for the SBOE's Recommended High School Program or Distinguished Achievement Program. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2002 Accountability Manual*.

See also *Gold Performance Acknowledgment*, and *Graduates*. (Source: *PEIMS*, Oct. 2001, Oct. 2000)

Retention Rates by Grade: The retention rate, reported in the profile section, shows the percent of students in Texas public schools who enrolled in 2001-02 in the same grade as their grade in the last reported six-week period of the prior year (2000-01). It is calculated as follows:

number of students not advanced to the next grade

number of students advanced to the next grade + number of students not advanced
to the next grade

Note that all special education retention rates are calculated and reported separately from the rates of non-special education students because local retention practices appear to differ greatly between these two populations of students.

The AEIS report only shows retention rates for grades K-8. Retention rates for all grades may found in *Grade-Level Retention in Texas Public Schools, 2000-01*, available from TEA. (Source: *PEIMS*, Oct. 2001, June 2001)

Revenues by Source (District Profile only): Budgeted revenues for groups of object categories are expressed as a percent of total revenue. The amounts appearing as revenue in any of the categories shown are the amounts that were budgeted by districts in the general fund (fund 199, including state food services), the National School Breakfast and Lunch Program (240, 702), and the debt service funds (599). The groups of object categories are:

- *Local Tax* – district income from local real and personal property taxes (5710 & 5761, less function 91 & 96 expenditures);
- *Other Local and Intermediate* – payments for services to other districts, tuition and fees from students, transfers from within the state, revenue from cocurricular and enterprising activities, all other local sources, and revenues from intermediate sources (county). Amounts budgeted in object 5746, TIF (Tax Increment Fund), appear as a footnote where appropriate and are not included in the *Other Local and Intermediate* total (5720-5745, 5747-5750, 5769);
- *State* – per capita and foundation program entitlements, revenue from other state-funded programs, and revenue from other state agencies. State revenue also includes Teacher Retirement System benefits paid by the State of Texas on behalf of employees in the district. For both the revenue and expenditures sections of the AEIS report, a footnote indicates the amount budgeted by each district for this particular object code. This footnote does not apply to Charter Schools (5800); and
- *Federal* – revenue received by the district directly from the federal government or distributed by the TEA or other state entities for programs such as career and technology education, programs for educationally disadvantaged children (*Education Consolidation and Improvement Act*, and *Elementary and Secondary Education Act*), food service programs, and other federal programs (5900).

The Special Revenue Funds (including Shared Services Arrangements) and the Capital Projects Funds are not reported to the TEA by districts and so do not appear here. See also *Appendix B*. (Source: *PEIMS*, Oct. 2001)

RPTE: See *Reading Proficiency Tests in English*.

SAT/ACT Results: See *College Admissions Tests*.

School Type: For purposes of demographic grouping, schools are placed into one of four classifications based on the lowest and highest grades in which students are enrolled at the school: Elementary, Middle, Secondary, and both Elementary/Secondary (K-12).

SDAA: See *State-Developed Alternative Assessment*.

Special Education: This refers to the population served by programs for students with disabilities. Students are placed in special education by their Admission, Review, and Dismissal (ARD) Committee, made up of their parent(s) or guardian, teacher, administrator, and other concerned parties. A student in special education may take the TAAS or SDAA tests or be exempted from one or all of them; however, the performance of any special education student who takes the TAAS will be included in the performance of his or her school or district for accountability ratings evaluation purposes.

Other indicators that include the performance of students in special education are: advanced course completion, attendance rate, dropout rate, end-of-course examinations, completion rate, recommended high school program, TAAS cumulative pass rate, and TAAS/TASP equivalency. Information on the performance of special education students on college admissions tests and on Advanced Placement and International Baccalaureate examinations is not available. Note that in the profile section of the report, retention rates are shown separately for special education and non-special education students. See also *State-Developed Alternative Assessment* and *TAAS Participation Report*. (Source: *PEIMS*, Oct. 2001, Oct. 2000, and TEA Division of Student Assessment)

Special Education Compliance Status: The Texas Education Agency is required to report the special education compliance status (SpECS) of each district and charter in the state on the AEIS reports. Districts and charters may receive a status of:

- Desk Audit: Compliant
- Desk Audit: Self Evaluation Required
- Desk Audit: Site Visit Pending
- Site-Visit: Compliant
- Site-Visit: Corrective Action Compliant
- Site-Visit: Corrective Action Required (Under Review by TEA)
- Site-Visit: Corrective Action Required (Unresolved)
- Sanctions Imposed: Unresolved Corrective Actions

For a description of each status, refer to *Appendix F*. If you have questions about this item, contact the Division of Accountability, Development, and Support at (512) 463-9716. (Source: *Division of Accountability, Development, and Support*)

Standardized Local Tax Base (comptroller valuation) (District Profile only): The Comptroller conducts a study each year that uniformly evaluates the property values within school district boundaries. Locally assessed values may vary from the Comptroller's study values. The values certified by the Comptroller's Property Tax Division (Comptroller Valuation) are standardized in that they are deemed to be comparable across the state. Note that the values

shown are final for tax year 2001. This is the traditional measure of property value, not the alternative value used for school funding calculations.

Value per Pupil: school district property value, or Standardized Local Tax Base, divided by the total number of students. This per pupil figure is one definition of "wealth." Thus, the sum of the category values will exceed the value used for per pupil calculations. Note that the values shown are final for tax year 2001.

Value by Category: shows aggregates of individual property tax categories expressed as a percent of the Comptroller's property value before the exemptions are applied. Note that the values shown are final for tax year 2001.

(Source: Texas Comptroller of Public Accounts, July 2002)

State-Developed Alternative Assessment (SDAA): This test assesses special education students in Grades 3-8 who are receiving instruction in the Texas Essential Knowledge and Skills (TEKS) but for whom TAAS is an inappropriate measure of their academic progress. SDAA tests are given in the areas of reading, writing, and mathematics. Students are assessed at their appropriate instructional levels, as determined by their admission, review, and dismissal (ARD) committees. The SDAA is administered on the same schedule as TAAS and is designed to measure annual growth based on appropriate expectations for each student as decided by the student's ARD committee. The AEIS report shows the percent of students tested who met their 2002 ARD committee expectations.

Results are calculated as follows:

$$\frac{\text{number of SDAA test takers who met their 2002 ARD expectations on all tests taken}}{\text{number of SDAA test takers}}$$

Note that state statute does not permit reporting of SDAA results by grade level or subject area, therefore:

- The rate shown is derived by summing across all grades and subject areas tested at the school or district (3rd, 4th, 5th, 6th, 7th, and/or 8th).
- The rate shows the percent meeting expectations on *all tests taken*. That is, if a grade 4 student meets expectations on their mathematics and reading tests but fails to meet expectations on the writing test, then the student has *not* met expectations on all tests taken.

For 2002, the results on the SDAA were not used in determining a school or district's accountability rating. See also *TAAS Participation Report* and *Appendix E*. (Source: TEA Division of Student Assessment)

Student Enrollment by Program: Students are identified as served in programs for special education, career and technology education, bilingual/ESL education, or gifted and talented education. The percentages do not sum to 100, as a student may be enrolled in more than one of these programs. (Source: PEIMS, Oct. 2001)

Students by Grade: Percentages are calculated by dividing the number of students in each grade by the total number of students. (Source: PEIMS, Oct. 2001)

Students with Disciplinary Placements: Counts and percents of students placed in alternative education programs under Chapter 37 of the *Texas Education Code* (Discipline Law and Order) are shown (for the 2000-01 school year) in the AEIS reports. Disciplinary placement counts are obtained from PEIMS records. Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

number of students with one or more disciplinary placements

number of students who were in attendance at any time during the school year

(Source: PEIMS, June 2001)

TAAS (Texas Assessment of Academic Skills): Students in Texas public schools in grades 3 through 8 and 10 take this criterion-referenced test during the spring semester of each school year. It measures student achievement in the following subjects:

- Grade 3 - reading and mathematics (English and Spanish versions)
- Grade 4 - reading, mathematics, and writing (English and Spanish versions)
- Grade 5 - reading and mathematics (English and Spanish versions)
- Grade 6 - reading and mathematics (English and Spanish versions)
- Grade 7 - reading and mathematics
- Grade 8 - reading, mathematics, writing, science, and social studies
- Grade 10 - reading, mathematics, and writing (This last test is known as the exit-level test; students are required to pass it in order to qualify for graduation from high school.)

The AEIS report shows TAAS passing rates in two ways:

- *By Grade:* The report shows TAAS passing rates by grade for each subject area and for all tests taken. As shown above, the number of tests given varies by grade. This means that the number of tests included in “All Tests Taken” varies by grade. Two years of information are shown—for tests administered in the spring of 2002 and the spring of 2001.
- *Summed Across All Grades (Sum of 3-8 & 10):* The report also shows the passing rates summed across all grades by subject—as they are used in the accountability system to determine a school or district's rating. “All grades” refers to all grades tested at the particular school. For example, the passing rate for reading in an elementary school with a grade span of K-5 is calculated as follows:

number of students who passed the reading test in grades 3, 4, & 5

number of students who took the reading test in grades 3, 4, & 5

Other important information:

- Only test takers who were enrolled in the district as of the last Friday in the previous October are included. This means that, for example, a student who moved into the district a week before the TAAS was given would not be included in the performance for any district or campus. This is referred to as the “October subset” or the *Accountability Subset*.
- The results for students who move from school to school within the same district are included in the accountability subset. The test results go to the last school where the student was tested.
- For exit-level, only 10th graders tested in the spring administration are included in the calculations. This includes 10th graders who are repeating the grade and may have previously taken the exit-level TAAS. It does not include test takers in the 11th or 12th grade who are taking the exit-level TAAS.
- Students may choose not to take the exit-level TAAS if they have already met their testing requirement for graduation by passing End-of-Course examinations. Students in this category were credited as passers in calculating the school and district's TAAS passing rates for the accountability ratings. See also *End-of-Course Examination Credit for Graduation* for more information.

- Although “All Tests Taken” is not a measure evaluated for accountability ratings purposes, it is shown on the AEIS report, both “by grade” and “summed across all grades.” This value shows the percent of students who passed every test they took. For example, a group of 100 students tested in Reading and Mathematics at the 3rd grade might have the following results: 90 students passed Reading and 80 students passed Mathematics. However, only 75 of those students passed BOTH Reading and Mathematics. For this reason, while the percent passing Reading would be 90%, and the percent passing Mathematics would be 80%, the percent passing All Tests Taken would be only 75%, not an average of 80% and 90%. All Tests Taken is always equal to or less than the percent of students who passed any of the individual subject areas. The more tests taken and considered for this measure, the more likely the All Tests Taken value will be lower than any of the individual subject areas. However, please note that for “summing across all grades,” Science and Social Studies results are not included in All Tests Taken.

Note that 2001-02 is the last year of the TAAS test. Beginning with the 2002-03 school year, the new Texas Assessment of Knowledge and Skills (TAKS) will be administered. For more information on the grades and subjects to be assessed, visit the Division of Student Assessment website at: www.tea.state.tx.us/student.assessment.

For an explanation of TAAS participation see *TAAS Participation Report* and *Appendix E*.
(Source: TEA Division of Student Assessment)

TAAS Exit-level Cumulative Pass Rate (from *District Performance Section*): The TAAS cumulative pass rate for the class of 2002 shows the percent of students who first took the exit-level test in spring 2000, and eventually passed all tests taken (in the same district) by spring 2002. This measure is intended to show the relative success of districts in their efforts to help all their students pass the exit-level TAAS, which is a requirement for graduation from Texas public schools.

Test takers included in the *TAAS Exit-level Cumulative Pass Rate for the class of 2002*:

- Any student who took the test for the first time in spring 2000, including 11th and 12th graders. (Grade 10 students who are repeating the grade and taking the TAAS exit-level test for the second time are not included.)
- All special education students who took the test.
- All students who did not take the exit-level TAAS because they met their testing requirement for graduation by passing the End-of-Course examinations (class of 2002 only).
- All students who took and failed one or more portions of the exit-level TAAS, but met their testing requirement for graduation by passing the End-of-Course examinations (class of 2002 only).
- All above students, whether or not they were in the *Accountability Subset*.

Test takers NOT included in the *TAAS Exit-level Cumulative Pass Rate*:

- Students who first took the exit-level test in District A, did not pass all sections and then moved to District B and retested, are taken out of both the numerator and denominator, whether or not they eventually passed all tests taken.
- Students who move out of state, or leave the country, or die before passing all tests taken are in the denominator but not the numerator. (These students cannot be removed because they are not specifically identified in the data.)
- Students who drop out of school before passing all tests taken are in the denominator but not the numerator.

- Students who moved into the state after the spring of 2000 are not included, even if they took the TAAS and graduated with the class of 2002.

The information is available by sex and ethnicity but not by economic status. The performance of special education students is included in all the values and is not reported separately. Results of this indicator are also shown for the class of 2001. (*Source: TEA Division of Student Assessment*)

TAAS Participation Report: Every student enrolled in a Texas public school in grades 3, 4, 5, 6, 7, 8, and 10 must be given the opportunity to take the TAAS (Texas Assessment of Academic Skills) or the SDAA (State-Developed Alternative Assessment). Although it is the intention to test every student in these grades, there are circumstances under which some students are not tested. Also, of the students who are tested, not all students' test results are included in the school or district's accountability evaluations. The reasons for exclusion are as follows:

- Students may take the test but be excluded because they were not enrolled in that district by the last Friday in the previous October (*Mobile Subset*).
- Students may be absent during every test administration.
- Students served in special education may take the SDAA (State-Developed Alternative Assessment) in grades 3-8.
- Students may receive an ARD (Admission, Review, and Dismissal) exemption for every test.
- Students may receive a LEP (Limited English Proficient) exemption for every test.
- Students may not test due to illness during testing or other test administration irregularities.

The percentages are based as much as possible on the total *number of students* enrolled at the time of testing. Districts are required to submit a TAAS or SDAA answer document for every student enrolled in grades 3 through 8 and 10. Students who take subject tests from different assessments (for example TAAS Mathematics and SDAA Reading) will have multiple answer documents. The methodology used to create the TAAS Participation Report eliminates, as much as possible, duplicate counts of students resulting from multiple answer documents.

The TAAS Participation Report provides a breakdown of categories of results that were included or excluded in the evaluations used to assign accountability ratings. *Appendix E* provides a description for each component of the TAAS Participation Report. (*Source: TEA Division of Student Assessment*)

TAAS Passing Standard: The standard a student must meet to pass (or meet minimum expectations on) the exit-level TAAS test is equivalent to correctly answering 70% of the items based on the October 1990 exit-level test. In the spring of 1994 the passing standards in reading and mathematics at grades 3-8 were aligned with the exit-level standard in order to measure student achievement across time. Students in grades 3-8 and 10 achieving a Texas Learning Index (TLI) score of 70 or higher meet minimum expectations in reading and mathematics. On the writing test, students must achieve a scale score of 1500 or higher to meet minimum expectations. The passing standard for the Spanish TAAS (reading, mathematics, and writing) also requires a scale score of 1500 or higher. (*Source: TEA Division of Student Assessment*)

TAAS/TASP Equivalency: This indicator shows the percent of graduates from the class of 2001 who did well enough on the exit-level TAAS to have a 75% likelihood of passing the Texas Academic Skills Program (TASP) test. To be counted for this indicator a student must have achieved a TLI of X-81 or higher on the TAAS reading test, a TLI of X-77 or higher on the TAAS mathematics test, and a scale score of 1540 or higher on the TAAS writing test.

Test takers included in the *TAAS/TASP Equivalency*:

- All 10th graders who took the test for the first time in spring 1999.

- All 11th graders who took the test for the first time in October 1999 or spring 2000.
- All 12th graders who took the test for the first time in October 2000 or spring 2001.

Test takers NOT included in the *TAAS/TASP Equivalency*:

- Students who were special education (ARD) exempt during all testing periods.
- Students who took the TAAS but did not get a Texas High School diploma
 - because they dropped out,
 - because they moved out of state, or
 - because they died.

Results of the *TAAS/TASP Equivalency* are also shown for the class of 2000. Note that the *Accountability Subset* does not apply to this indicator.

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their TAAS/TASP equivalency. In order to qualify, at least 80.0% of the school or district's graduates must have met or exceeded the TAAS/TASP equivalency standard. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2002 Accountability Manual*.

See also *TAAS*, *TASP*, *Gold Performance Acknowledgment*, and *Graduates*. (Source: TEA Division of Student Assessment; PEIMS, Oct. 2001, and Oct. 2000)

TAG: See *TLI Average Growth*.

TAKS (Texas Assessment of Knowledge and Skills): This new statewide test will replace the TAAS tests and will be given to students for the first time in 2003. The 2002-03 AEIS reports will have performance information on the TAKS.

TASP: The Texas Academic Skills Program measures reading, writing, and mathematics proficiency. It is required of all persons entering Texas public institutions of higher education for the first time. The TASP is administered by the Texas Higher Education Coordinating Board.

Teachers by Ethnicity and Sex: These are counts of teacher FTEs by the major ethnic groups and by sex. Counts are also expressed as a percent of the total teacher FTE. (Source: PEIMS, Oct. 2001)

Teachers by Highest Degree Held (District Profile only): This shows the distribution of degrees attained by teachers in the district. The FTE counts of teachers with no degree, bachelor's, master's, and doctorate degrees are expressed as a percent of the total teacher FTEs. (Source: PEIMS, Oct. 2001)

Teachers by Program (population served): Teacher FTE counts are categorized by the type of student populations served. Regular education, special education, compensatory education, career and technology education, bilingual/ESL education, gifted and talented education, and miscellaneous other populations served are shown. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. (Source: PEIMS, Oct. 2001)

Teachers by Years of Experience (District Profile only): This is the FTE count of teachers with years of professional experience that fall into the ranges shown. Experience in these categories is the total years of experience for the individual, not years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percent of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. (Source: PEIMS, Oct. 2001)

Texas Learning Index: See *TLI*.

TLI (Texas Learning Index): The TLI is a score that describes a student's performance on the TAAS reading or mathematics test. It can be used to tell how far a student is above or below the passing standard. For example, the passing standard is a TLI of 70. If a student's TLI is 72, then we know that while the student passed, he did not pass by as great a margin as a classmate whose TLI was 90. The TLI is available only for the TAAS (English version) reading and mathematics tests at grades 3 through 8 and 10. See also *Comparable Improvement* and *Progress of Prior Year TAAS Failers* for more information.

TLI Average Growth (TAG): Improvement for a group of TAAS test takers is based on the growth in the students' Texas Learning Index (TLI) scores on the TAAS reading and mathematics tests from one year to the next. On the AEIS, TLI Average Growth is calculated at a campus-wide level for determining Comparable Improvement. CI is calculated only at the campus level. TLI Average Growth is also calculated for reporting the Progress of Prior Year TAAS Failers. Note that this latter TLI Average Growth only looks at the performance of students who failed the TAAS in the prior year. See also *Comparable Improvement* and *Progress of Prior Year TAAS Failers* for more information.

Total Campus Budget by Function (Campus Profile only): Operating expenditures, by function, are expressed as a percent of the total campus operating budget. Function codes appear in parentheses.

- *Instruction* – all activities dealing directly with the interaction between teachers and students, including instruction aided with computers (11); and, expenditures to provide resources for Juvenile Justice Alternative Education Programs (95).
- *Instructional Leadership* – managing, directing, supervising, and providing leadership for staff who provide instructional services (21).
- *School Leadership* – directing and managing a school (23).
- *Other Campus Costs* – resource centers and libraries (12); curriculum and instructional staff development (13); support services, including guidance and counseling (31), social work (32) and health services (33); food services (35); cocurricular/extracurricular activities (36); plant maintenance and operations (51); security and monitoring services (52), and data processing services (53). The information in the campus group, district, and state columns show the total costs of these expenditures for campuses in the group, campuses in the district, and all campuses in the state, respectively. Other costs not found in campuses—such as central office administrative expenditures—are not included in the district and state values.

See also *Appendix B. (Source: PEIMS, Oct. 2001)*

Total Exclusions (District Profile only): These expenditure amounts are omitted from the other financial information presented, in order to provide a more equalized financial picture. Function codes are shown in parentheses following each item.

- *Tuition Transfers for Grades/Services Not Offered* is the amount budgeted for the cost of obtaining instructional services from another district for grade levels not served or services not offered (91). This category also includes payments to other school districts under the Public Education Grant Program (94).
- *Wealth Equalization Transfers* is the amount budgeted by districts for the cost of reducing their property wealth to the required equalized wealth level (91). Payments to Charter Schools (96) are also included in this category.
- *Payments to Fiscal Agents/Members of Shared Services Arrangements (SSA)* is the amount budgeted for payments to a fiscal agent from a member district (or vice versa) for services provided (93). The portion of SSA payments budgeted in the Special Revenue Funds are no longer collected by TEA, and so do not appear in this amount.

See also *Appendix B. (Source: PEIMS, Oct. 2001)*

Total Expenditures by Object (*District Profile only*): Total budgeted expenditures are grouped into operating and non-operating categories by object of expense. The operating categories are:

- *Payroll Costs* – gross salaries or wages and benefit costs for all employees (6100);
- *Professional and Contracted Services* – services rendered to school districts by firms, individuals and other organizations (6200);
- *Supplies and Materials* – supplies and materials including fuel for vehicles, other reading materials (not including the cost of state-adopted textbooks), and food service supplies (6300); and
- *Other Operating Costs* – other expenses necessary for the operation of the school district (6400).

The non-operating categories are:

- *Debt Service* – all expenditures for debt service including the retirement of debt and bond principal, and all interest expenses (6500); and
- *Capital Outlay* – expenditures for fixed assets, such as land, buildings, and equipment (6600).

The Special Revenue Funds (including Shared Services Arrangements) and the Capital Projects Funds are not reported to the TEA by districts and so do not appear here. (*Source: PEIMS, Oct. 2001*)

Total Expenditures for Athletic Programs (*District Profile only*): Budgeted expenditures for the costs of competitive athletic activities such as football, basketball, golf, swimming, baseball, etc. (program intent code 91). This includes costs associated with coaching as well as sponsors for drill team, cheerleaders, or any other organized activity to support athletics. However, this program intent code does not include expenditures associated with the costs of band. (*Source: PEIMS, Oct. 2001*)

Total Expenditures for Community Services (*District Profile only*): Budgeted expenditures for activities or purposes other than regular public education. These are activities relating to the whole community, such as the operation of a school library, swimming pool, and playgrounds for the public (function 61). (*Source: PEIMS, Oct. 2001*)

Total Operating Expenditures by Function (*District Profile only*): Operating expenditures by function are expressed as a percent of total operating expenditures. Function codes appear in parentheses.

- *Instruction* – all activities dealing directly with the interaction between teachers and students, including instruction aided with computers (11); and, expenditures to provide resources for Juvenile Justice Alternative Education Programs (95).
- *Instructional Related Services* – expenditures for educational resources and media, such as resource centers and libraries (12); and, curriculum development and instructional staff development (13).
- *Instructional Leadership* – managing, directing, supervising, and providing leadership for staff who provide instructional services (21).
- *School Leadership* – directing and managing a school (23).
- *Support Services - Student* – guidance, counseling, and evaluation services (31); social work services (32); and, health services (33).
- *Student Transportation* – transporting students to and from school (34).

- *Food Services* – food service operation, including cost of food and labor (35).
- *Cocurricular/Extracurricular Activities* – school-sponsored activities during or after the school day that are not essential to the delivery of instructional services (36).
- *Central Administration* – managing or governing the school district as an overall entity (41); costs associated with the purchase or sale of attendance credits either from the state or from other school district(s) (92); and for Charter Schools only, fund raising (81).
- *Plant Maintenance and Operations* – keeping the physical plant and grounds in effective working condition (51).
- *Security and Monitoring Services* – keeping student and staff surroundings safe (52).
- *Data Processing Services* – data processing services, whether in-house or contracted (53).

(Source: PEIMS, Oct. 2001)

Total Revenues (*District Profile only*): The total for all revenues budgeted in the General Fund (199, including Food Services), the National School Breakfast and Lunch Program (240, 702), and the Debt Service Funds (599). *Total Revenues per Pupil* is total revenue divided by the total number of students. The Special Revenue Funds (including Shared Services Arrangements) and the Capital Projects Funds are not reported to the TEA by districts and so do not appear here. (Source: PEIMS, Oct. 2001)

Total Staff: Total staff includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. Minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, Asian/Pacific Islander, and Native American). This FTE count is expressed as a percent of the total staff FTE. (Source: PEIMS, Oct. 2001)

Total Students: This is the total number of public school students who were reported in membership as of October 26, 2001 at any grade, from early childhood education through grade 12. Membership is a slightly different number from enrollment, because it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. (Source: PEIMS, Oct. 2001)

Turnover Rate for Teachers (*District Profile only*): This shows the total FTE count of teachers not employed in the district in the fall of 2001-02 who were employed as teachers in the district in the fall of 2000-01, divided by the total teacher FTE count for the fall of 2000-01. Social security numbers of reported teachers are compared from the two semesters to develop this information. Staff who remain employed in the district but not as teachers are counted as teacher turnover. (Source: PEIMS, Oct. 2001, Oct. 2000)



Who to Call

Information about the calculation of all Academic Excellence Indicator System (AEIS) data elements is provided in this *Glossary*. Information on the calculation of accountability ratings and comparable improvement is included in the *2002 Accountability Manual*. If, after reading these documents, you have questions about the calculation of AEIS indicators, accountability ratings, or comparable improvement, contact the **Division of Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below. All telephone numbers are in the (512) area code.

Subject	Contact	Number
Alternative Education Accountability	Accountability, Development & Support.....	463-9642
Adequate Yearly Progress (AYP)	State and Federal Student Initiatives.....	463-4090
Advanced Placement (AP) Programs	Advanced Academic Services.....	463-9455
ARD Exemptions	Special Education.....	463-9414
Charter Schools	Charter Schools	463-9575
College Admissions Tests		
Scholastic Assessment Tests (SAT)	College Board, Southwestern Regional Office	891-8400
American College Testing (ACT)	ACT Regional Office.....	345-1949
Copies of AEIS reports		
On the internet http://www.tea.state.tx.us/perfreport	
On paper or CD	Communications and Public Information.....	463-9000
DAEP (Disciplinary Alternative Education Program)		
	Chapter 37 – Safe Schools.....	475-3112
DEC Visits	Accountability Evaluations	463-9297
Distinguished Achievement Program	Advanced Academic Services.....	463-9455
International Baccalaureate (IB)	Advanced Academic Services.....	463-9455
No Child Left Behind Act	State and Federal Student Initiatives.....	463-4090
On-site Investigations	Quality Compliance & Accountability Reviews ..	463-9495
Performance Objectives	Accountability Evaluations	463-9312
Public Education Grant (PEG) Program	Field Services.....	463-9354
Public Education Information		
Management System (PEIMS)	PEIMS Data Standards HelpLine	936-7346
Public Hearings	Accountability Evaluations	475-3112
Recommended High School Program	Curriculum.....	463-9581
Retention Policies	Curriculum.....	463-9581
Special Education	Special Education.....	463-9414
Special Education Compliance Status	Accountability Development & Support	463-9716
TAAS (Texas Assessment of Academic Skills)		
	Student Assessment.....	463-9536
TAAS Testing Contractor	NCS Pearson (Austin Operations Center) ..(800)	252-9186
TASP (Texas Academic Skills Program)	National Evaluations Systems.....	927-5397
Texas Learning Index	Student Assessment.....	463-9536
TSSAS (Texas Successful Schools Award System).....		463-9637

Information on the Internet: <http://www.tea.state.tx.us/perfreport>

Accountability information provided at the agency website includes: *2002 Accountability Manual*, *2002 Accountability Ratings and Data Tables*; 2002 district and campus AEIS data (posted in mid-November); and Campus Comparison Groups (under Comparable Improvement) based on 2001-02 characteristics (posted in mid-November).

Explanation of Performance Section for 2001-02

Definitions and descriptions of items found in the Performance Section and Profile Section are available in the text portion of the *AEIS Glossary* (preceding pages).

The Academic Excellence Indicator System (AEIS) reports performance on a variety of indicators for Texas public schools. Only district reports show all indicators. Your school's report shows results for the indicators that apply, depending on the school's grade span.

The indicators for a typical high school are: TAAS (Texas Assessment of Academic Skills); SDAA (State-Developed Alternative Assessment) (*new for 2002*); RPTE (Reading Proficiency Test in English); Progress of Prior Year TAAS Failers; End-of-Course Exam; Attendance Rate; Dropout Rate; Completion Rate/Student Status; Advanced Courses; Recommended High School Program; TAAS/TASP Equivalency; AP/IB Results (*new at high school-level for 2002*); and SAT/ACT Results. Note that both current and prior year data are shown for the indicators where available. For definitions and descriptions, see the text version of the *AEIS Glossary* (preceding pages).

Section I - Page 2
Total Students: 2,471
Grade Span: 09 - 12
School Type: Secondary

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2001-02 Campus Performance

District Name: SAMPLE ISD
Campus Name: SAMPLE HIGH SCHOOL
Campus #: 555555444

Indicator:

TAAS % Passing

Grade 10
Reading 2002 94.5% 86.8%
Writing 2002 91.3% 84.7%
Math 2002 89.1% 85.6%
All Tests 2002 90.3% 84.3%

Progress of Prior Year TAAS Failers
Sum of 4-8 & 10

Average TLI Growth
Reading 2002 11.81 12.10
Math 2002 10.89 10.77
2001 10.45 10.75
2000 10.57 10.75

Percent of Failers Passing TAAS

Reading 2002 58.9% 53.2%
Math 2002 52.2% 51.4%
2001 61.6% 61.4%
2000 57.4% 45.8%

RPTE % Change

Sum of 3-12
Rated "Beginning" in 2001
% Beg. 2002 38.8% 44.2%
% Int. 2002 38.3% 32.5%
% Adv. 2002 22.9% 23.4%

Rated "Intermediate" in 2001

% Beg. 2002 3.7% 1.2%
% Int. 2002 26.6% 29.1%
% Adv. 2002 69.7% 69.8%

TAAS % Passing (Sum of 3-8 & 10)
Accountability Subset

Reading 2002 91.3% 85.2%
Writing 2002 88.9% 84.7%
Math 2002 87.9% 83.8%
All Tests 2002 90.2% 84.6%

End-of-Course Exam (% Passing)
(Preview of 2003 Exit Level)

Algebra I
% Passing 2002 57.8% 41.0%
Biology % Passing 2002 79.8% 80.9%
English II % Passing 2002 69.0% 75.1%
US History % Passing 2002 73.9% 66.6%

A dash (-) indicates that no students were in that classification.

45.2%
21.9%
17.1%

An asterisk (*) indicates that fewer than 5 students were in this classification.

A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

Asian/
Pac. Is.

Native American

White

Hispanic

African American

Campus Group

District

State

Reading

Writing

Math

All Tests

Progress of Prior Year TAAS Failers

Average TLI Growth

Reading

Math

Percent of Failers Passing TAAS

Reading

Math

RPTE % Change

Sum of 3-12

Rated "Beginning" in 2001

% Beg. 2002

% Int. 2002

% Adv. 2002

Rated "Intermediate" in 2001

% Beg. 2002

% Int. 2002

% Adv. 2002

TAAS % Passing (Sum of 3-8 & 10)

Accountability Subset

Reading

Writing

Math

All Tests

End-of-Course Exam (% Passing)

Algebra I

% Passing

Biology

% Passing

English II

% Passing

US History

% Passing

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Explanation of Performance Section for 2001-02 (continued)

n/a - indicates that the data are not available or are not applicable.

Indicators Continued

Attendance Rate 2000-01 1999-2000	95.5% 95.6%	94.4% 93.1%	94.7% 95.1%	92.0% 88.3%	91.6% 87.7%	91.4% 86.5%	92.7% 90.2%	*	97.9% 97.4%	91.7% 87.9%	92.4% 88.8%	91.6% 86.3%	89.2% 82.8%
Annual Dropout Rate (Gr. 7-12) 2000-01 1999-2000	1.0% 1.3%	1.6% 1.2%	1.5% 1.3%	2.3% 1.4%	2.2% 1.2%	2.5% 2.5%	2.5% 0.8%	*	0.0% 0.0%	2.9% 1.5%	1.7% 1.4%	1.8% 1.5%	2.9% 1.7%
Completion Rate/Student Status Rate Class of 2001	81.1% 77.9%	81.1% 77.9%	83.8% 2.0%	83.5% 3.3%	86.9% 3.8%	80.5% 3.8%	81.8% 4.7%	*	100.0% 0.0%	78.6% 4.0%	88.1% 2.7%	80.8% 1.9%	78.6% 1.8%
% Graduated	81.1%	77.9%	83.8%	83.5%	86.9%	80.5%	81.8%	*	100.0%	78.6%	88.1%	80.8%	78.6%
% Received GED	4.8%	5.5%	2.0%	3.3%	6.5%	3.8%	4.7%	*	0.0%	4.0%	2.7%	1.9%	1.8%
% Continued HS	7.9%	9.9%	3.5%	8.1%	6.5%	9.4%	8.8%	*	0.0%	10.9%	5.4%	10.3%	16.1%
% Dropped Out	6.2%	9.9%	3.5%	8.1%	6.2%	9.4%	8.8%	*	0.0%	10.9%	5.4%	10.3%	16.1%
Class of 2000	80.7% 71.4%	71.4% 5.5%	84.0% 2.7%	78.0% 2.2%	78.6% 2.7%	67.9% 2.1%	85.3% 2.5%	-	90.0% 0.0%	76.3% 2.6%	79.5% 1.9%	70.2% 2.2%	58.2% 1.8%
% Graduated	80.7%	71.4%	84.0%	78.0%	78.6%	67.9%	85.3%	-	90.0%	76.3%	79.5%	70.2%	58.2%
% Received GED	4.8%	5.5%	2.7%	2.2%	2.7%	2.1%	2.5%	-	0.0%	2.6%	1.9%	2.2%	1.8%
% Continued HS	7.3%	12.2%	4.2%	9.6%	11.2%	12.9%	4.9%	-	10.0%	10.3%	9.0%	13.8%	32.7%
% Dropped Out	7.3%	12.2%	4.2%	9.6%	11.2%	12.9%	4.9%	-	10.0%	10.3%	9.0%	13.8%	32.7%
% Adv. Courses 2000-01 1999-2000	19.3% 20.1%	15.8% 15.1%	13.9% 15.7%	15.6% 14.9%	10.2% 7.6%	10.3% 11.1%	25.6% 25.8%	*	42.9% 37.3%	14.6% 12.2%	16.6% 17.4%	7.6% 6.2%	3.0% 1.3%
% Rec. HS Pam. Class of 2001 Class of 2000	51.1% 38.6%	13.2% 12.0%	37.3% 0.0%	13.2% 12.0%	2.4% 0.6%	6.3% 4.6%	31.7% 28.1%	*	16.7% 55.6%	11.3% 10.6%	15.0% 13.2%	2.6% 1.5%	0.0% 0.0%
TAAS/TASP Equiv. Class of 2001 Class of 2000	66.6% 58.5%	50.1% 43.1%	53.1% 50.0%	50.1% 43.1%	35.4% 21.8%	40.7% 36.3%	75.6% 68.8%	*	45.5% 88.9%	51.5% 46.9%	48.9% 40.1%	34.8% 24.6%	3.2% -
AP/IB Results % Tested 2001-02	14.3%	12.7%	12.0%	12.9%	4.9%	9.8%	21.3%	*	37.9%	12.0%	13.6%	n/a	n/a
% Examinees >= Crit. 2001-02	54.0%	57.9%	70.5%	63.3%	6.7%	70.4%	73.0%	*	63.6%	63.3%	63.2%	n/a	n/a
% Scores >= Crit. 2001-02	50.1%	53.9%	67.5%	56.4%	9.1%	60.4%	61.7%	*	56.5%	59.8%	53.5%	n/a	n/a
SAT/ACT Results % Tested Class of 2001 Class of 2000	62.9% 62.2%	50.8% 50.8%	55.9% 62.3%	50.8% 50.8%	49.7% 49.7%	27.2% 27.2%	64.4% 64.4%	-	100.0% 100.0%	48.9% 48.9%	52.3% 52.3%	n/a n/a	n/a n/a
% At/Above Crit. Class of 2001 Class of 2000	26.9% 27.3%	30.8% 30.8%	18.2% 20.0%	30.8% 30.8%	4.1% 4.1%	32.1% 32.1%	49.4% 49.4%	-	55.6% 55.6%	35.3% 35.3%	27.6% 27.6%	n/a n/a	n/a n/a
Mean SAT Score Class of 2001 Class of 2000	987 990	1008 1008	954 960	1008 1008	834 834	1012 1012	1103 1103	*	1147 1147	1040 1040	987 987	n/a n/a	n/a n/a
Mean ACT Score Class of 2001 Class of 2000	20.2 20.3	19.8 19.8	19.5 19.8	19.8 19.8	17.3 17.3	22.7 22.7	21.7 21.7	-	21.9 21.9	20.0 20.0	19.7 19.7	n/a n/a	n/a n/a

District-only Indicator

T E X A S E D U C A T I O N A G E N C Y
Academic Excellence Indicator System
2001-02 District Performance
Accountability Rating: ACADEMICALLY ACCEPTABLE

District Name: SAMPLE ISD District #: 555555	Region 04	State	African American	Hispanic	White	Native American	Asian/ Pac. Is.	Male	Female	Econ. Disadv.	Special Educ.
Indicator: TAAS Cumulative Pass Rate - Exit Class of 2002 Class of 2001	91.6% 91.6%	94.4% 93.1%	87.3% 87.3%	85.5% 85.5%	94.0% 94.0%	* *	88.9% 88.9%	86.2% 86.2%	88.3% 88.3%	n/a n/a	n/a n/a

One performance indicator is shown at the district level only: *TAAS Cumulative Pass Rate* shows the district's success at getting all of their students to pass the TAAS exit-level test. For definitions and descriptions, see the text version of the *AEIS Glossary* (preceding pages).

APPENDIX A PEIMS ROLE IDENTIFICATIONS

CENTRAL ADMINISTRATORS

- 004 Ass't/Assoc. Superintendent
- 012 Instructional Officer (Central Office)
- 027 Superintendent/CAO/CEO/President
- 028 Teacher Supervisor (Central Office)
- 032 Vocational Education Coordinator (Cent. Off.)
- 040 Athletic Director (Central Office)
- 043 Business Manager
- 044 Tax Assessor and/or Collector
- 045 Director - Personnel/Human Resources
- 055 Registrar (Central Office)

CAMPUS ADMINISTRATORS

- 003 Assistant Principal
- 012 Instructional Officer (not Central Office)
- 020 Principal
- 028 Teacher Supervisor (not Central Office)
- 032 Vocational Education Coordinator (not Cent.Off.)
- 040 Athletic Director (not Central Office)
- 055 Registrar (not Central Office)

PROFESSIONAL SUPPORT STAFF

- 002 Art Therapist
- 005 Associate School Psychologist
- 006 Audiologist
- 007 Corrective Therapist
- 008 Counselor
- 011 Educational Diagnostician
- 013 Librarian
- 015 Music Therapist
- 016 Occupational Therapist
- 017 Orientation & Mobility Instructor
- 018 Physical Therapist
- 019 Physician
- 021 Recreational Therapist
- 022 School Nurse
- 023 School Psychologist
- 024 Social Worker
- 026 Speech Therapist
- 030 Visiting Teacher
- 041 Teacher Facilitator
- 042 Teacher Appraiser
- 054 Department Head
- 056 Athletic Trainer
- 058 Other Campus Professional Support
- 080 Other Non-Campus Professional Personnel

TEACHERS

- 025 Special Duty Teacher
- 029 Teacher
- 047 Substitute Teacher

EDUCATIONAL AIDES

- 033 Educational Aide
- 035 Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

APPENDIX B FINANCIAL ACCOUNTING CODES FOR REVENUE AND EXPENDITURE ITEMS (In Alphabetical Order by Label)

LABEL	FUNCTION(S)	OBJECT(S)	PROGRAM(S)
BUDGETED INSTRUCTIONAL OPERATING EXPENDITURES BY PROGRAM			
Regular Education	11,95	6100-6400	11
Special Education	11,95	6100-6400	23
Compensatory Education	11,95	6100-6400	24
Career & Technology Ed.	11,95	6100-6400	22
Bilingual/ESL Education	11,95	6100-6400	25
Gifted & Talented Education	11,95	6100-6400	21
PER PUPIL EXPENDITURES			
Total Expenditures	All	All 6000s	All
Total Operating Expenditures by Function*	Sum of Detail Below	6100-6400	All
Instruction and Instructional Leadership*	11,95,21	6100-6400	All
School Leadership*	23	6100-6400	All
Central Administration	41,92(or 81/Chtrr Schools)	6100-6400	All
Other Operating	12,13,31-36,51-53	6100-6400	All
Other Campus Costs**	12,13,31-33,35,36,51-53	6100-6400	All
REVENUES BY SOURCE			
Local Tax	n/a	5710,5761 (less functn 91&96 expend.)	n/a
Other Local & Intermediate	n/a	5720-5745,5747-5750,5769	n/a
State	n/a	5800	n/a
Federal	n/a	5900	n/a
TOTAL EXCLUSIONS			
Tuition Transfers for Grades/Services Not Offered	91,93,94,96	All 6000s	All
Wealth Equalization Transfers	91,96	All 6000s	All
Payments to Fiscal Agents/Members of SSA	93	All 6000s	All
TOTAL EXPENDITURES			
TOTAL EXPENDITURES BY OBJECT			
Operating	All	6100-6400	All
Payroll Costs	All	6100	All
Professional and Contracted Services	All	6200	All
Supplies and Materials	All	6300	All
Other Operating Costs	All	6400	All
Non-Operating	All	6500-6600	All
Debt Service	All	6500	All
Capital Outlay	All	6600	All
TOTAL EXPENDITURES FOR ATHLETIC PROGRAMS			
TOTAL EXPENDITURES FOR COMMUNITY SERVICES			
TOTAL OPERATING EXPENDITURES BY FUNCTION*			
Instruction*	11,95	Sum of Detail Below	All
Instructional-Related Services	12,13	6100-6400	All
Instructional Leadership*	21	6100-6400	All
School Leadership*	23	6100-6400	All
Support Services - Student	31,32,33	6100-6400	All
Student Transportation	34	6100-6400	All
Food Services	35	6100-6400	All
Cocurricular/Extracurricular Activities	36	6100-6400	All
Central Administration	41,92(or 81/Chtrr Schools)	6100-6400	All
Plant Maintenance & Operations	51	6100-6400	All
Security and Monitoring Services	52	6100-6400	All
Data Processing Services	53	6100-6400	All
Other Campus Costs**	12,13,31-33,35,36,51-53	6100-6400	All
TOTAL REVENUES			
Beginning in 1996-97, districts reported only what was budgeted in the General Funds (199, incl. 101), the NSL Funds (240, 701), and the Debt Service Funds (599). Amounts budgeted for the Tax Increment Fund (TIF), function 97 or object 5746, are not included, but appear as a footnote where appropriate.			
* Indicates the item appears on the Campus Profile as well as District Profile. All items not marked appear only on the District Profile.			
** Indicates the item appears on the Campus Profile only.			

Advanced Academic Courses

2001-02 Academic Excellence Indicator System

English Language Arts

A3220100	English Language And Composition
A3220200	English Literature And Composition
A3220300	International English Language
I3220300	English III
I3220400	English IV
03221100	Research/Technical Writing
03221200	Creative/Imaginative Writing
03221500	Literary Genres
03221600	Humanities
03221800	Independent Study In English
03231000	Independent Study In Journalism
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study In Speech

Mathematics

A3100101	Calculus AB
A3100102	Calculus BC
A3100200	AP Statistics
I3100300	Mathematics Higher Level
I3100400	Advanced Mathematics Subsidiary Level
03101100	Pre-Calculus
03102500	Independent Study in Mathematics (1 st time)
03102501	Independent Study in Mathematics (2 nd time)

Computer Science

A3580100	Computer Science I
A3580200	Computer Science II
I3580200	Computer Science I
I3580300	Computer Science II
03580200	Computer Science I
03580300	Computer Science II

- All courses shown were for the 2000-01 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Science

A3010200	Biology
A3020000	Environmental Science
A3040000	Chemistry
A3050001	Physics B
A3050002	Physics C
I3010200	Biology
I3040001	Chemistry I
I3040002	Chemistry II
I3050001	Physics I
I3050002	Physics II

Social Studies/History

A1139999	Advanced Placement Human Geography
A3310100	Micro Economics
A3310200	Macro Economics
A3330100	United States Government And Politics
A3330200	Comparative Government And Politics
A3340100	United States History
A3340200	European History
A3350100	Psychology
I3301100	History, Standard Level
I3301200	History: Africa, Higher Level
I3301300	History: Americas, Higher Level
I3301400	History: East And Southeast Asia, Higher Level
I3301500	History: Europe, Higher Level
I3302100	Geography, Standard Level
I3302200	Geography, Higher Level
I3303100	Economics, Standard Level
I3303200	Economics, Higher Level
I3304100	Psychology, Standard Level
I3304200	Psychology, Higher Level
I3366010	Philosophy
I3000100	Theory Of Knowledge
03310301	Economics Advanced Studies
03380001	Social Studies Advanced Studies

- All courses shown were for the 2000-01 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Fine Arts

A3150200	Music Theory
A3500100	History Of Art
A3500200	Art/General Portfolio
A3500300	Art/Drawing
I3250200	Music SL
I3250300	Music HL
I3600100	Art/Design HL
I3600200	Art/Design SL-A
I3600300	Art/Design SL-B
I3750200	Theatre Arts SL
I3750300	Theatre Arts HL
03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Band
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theatre IV
03251000	Theatre Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03503200	Art IV Graphic Design
03503500	Art IV Electronic Media
03830400	Dance IV

Advanced Languages (Modern or Classical)

A3410100	French IV Language
A3410200	French V Literature
A3420100	German IV Language
A3430100	Latin IV (Vergil)
A3430200	Latin V (Catullus-Horace)
A3440100	Spanish IV Lang
A3440200	Spanish V Literature

- All courses shown were for the 2000-01 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

I3120400	Japanese IV
I3120500	Japanese V
I3410400	French IV
I3410500	French V
I3420400	German IV
I3420500	German V
I3430400	Latin IV
I3430500	Latin V
I3440400	Spanish IV
I3440500	Spanish V
I3450400	Russian IV
I3450500	Russian V
I3480400	Hebrew IV
I3480500	Hebrew V
I3490400	Chinese IV
I3490500	Chinese V
I3996000	Other Foreign Language IV
I3996100	Other Foreign Language V
03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110777	Arabic VII
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120777	Japanese VII
03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400777	Italian VII
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430777	Latin VII

- All courses shown were for the 2000-01 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

03440400	Spanish IV
03440500	Spanish V
03440600	Spanish VI
03440700	Spanish VII
03450400	Russian IV
03450500	Russian V
03450600	Russian VI
03450777	Russian VII
03460400	Czech IV
03460500	Czech V
03460600	Czech VI
03460777	Czech VII
03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470777	Portuguese VII
03480400	Hebrew IV
03480500	Hebrew V
03480600	Hebrew VI
03480777	Hebrew VII
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490777	Chinese VII
03980400	American Sign Language IV
03980500	American Sign Language V
03980600	American Sign Language VI
03980700	American Sign Language VII
03996000	Other Foreign Language IV
03996100	Other Foreign Language V
03996200	Other Foreign Language VI
03996300	Other Foreign Language VII

- All courses shown were for the 2000-01 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

2001-02 Campus Comparison Group

Appendix D

TARGET CAMPUS NAME: SAMPLE H S
 TARGET CAMPUS #: 999999001
 DISTRICT NAME: SAMPLE ISD
 CAMPUS TYPE: SECONDARY SCHOOL

CAMPUS NUMBER	CAMPUS NAME	DISTRICT NAME	% WHITE	% HISPANIC	% ECON	% MOBILITY	% AFR_AMER
002901001	XNDRYWS H S	XNDRYWS ISD	56.9	40.2	16.0	16.2	1.3
003001001	YLGON H S	YLGON ISD	51.9	31.5	38.0	18.2	15.7
003101001	BARTLYTT H S	BARTLYTT ISD	53.0	31.5	40.6	19.5	15.1
003201001	LULQNG H S	LULQNG ISD	58.3	39.1	38.4	15.7	9.4
003301001	NW BRXUNF H S	NW BRXUNF ISD	51.6	39.1	29.2	23.2	1.9
003401001	GRLXND H S	GRLXND ISD	53.8	42.0	29.2	24.6	14.0
003501001	QRVONG H S	QRVONG ISD	49.4	42.0	29.2	24.6	13.8
003601001	QRVONG H S	QRVONG ISD	51.1	42.0	29.2	24.6	11.6
003701001	QRVONG H S	QRVONG ISD	55.4	42.0	29.2	24.6	18.9
003801001	QRVONG H S	QRVONG ISD	57.3	42.0	29.2	24.6	13.1
003901001	YNNOS H S	YNNOS ISD	58.4	42.0	29.2	24.6	2.4
004001001	FYRRQS H S	FYRRQS ISD	58.1	42.0	29.2	24.6	6.3
004101001	FLXKNLQ H S	FLXKNLQ ISD	50.6	42.0	29.2	24.6	3.9
004201001	FLXTANOX H S	FLXTANOX ISD	58.2	42.0	29.2	24.6	1.3
004301001	SYMONALY H S	SYMONALY ISD	56.9	42.0	29.2	24.6	2.3
004401001	GANZXLXS H S	GANZXLXS ISD	49.9	42.0	29.2	24.6	2.3
004501001	MYMPOS H S	MYMPOS ISD	50.0	42.0	29.2	24.6	2.3
004601001	CHXNNYLVQY H S	CHXNNYLVQY ISD	56.7	42.0	29.2	24.6	2.3
004701001	LXNGHXM CRYK H S	LXNGHXM CRYK ISD	58.5	42.0	29.2	24.6	2.3
004801001	STYRLONG H S	STYRLONG ISD	58.6	42.0	29.2	24.6	2.3
004901001	DABOY H S	DABOY ISD	49.9	42.0	29.2	24.6	2.3
005001001	BQ SPONG H S	BQ SPONG ISD	55.4	42.0	29.2	24.6	2.3
005101001	GYARGY WYST H S	GYARGY WYST ISD	57.4	42.0	29.2	24.6	2.3
005201001	STXTANT H S	STXTANT ISD	56.8	42.0	29.2	24.6	2.3
005301001	BXY CQTY H S	BXY CQTY ISD	49.5	42.0	29.2	24.6	2.3
005401001	DYVQNY H S	DYVQNY ISD	54.7	42.0	29.2	24.6	2.3
005501001	LYY FRYSHMXN H S	LYY FRYSHMXN ISD	56.5	42.0	29.2	24.6	2.3
005601001	MODLXND FRYSHMXN H S	MODLXND FRYSHMXN ISD	52.9	42.0	29.2	24.6	2.3
005701001	YAY H S	YAY ISD	55.3	42.0	29.2	24.6	2.3
005801001	DUMXS H S	DUMXS ISD	54.1	42.0	29.2	24.6	2.3
005901001	SWYTTWXTYR H S	SWYTTWXTYR ISD	57.3	42.0	29.2	24.6	2.3
006001001	WAADSBARA H S	WAADSBARA ISD	54.2	42.0	29.2	24.6	2.3
006101001	YLDARXDA H S	YLDARXDA ISD	57.5	42.0	29.2	24.6	2.3
006201001	SANARX H S	SANARX ISD	53.6	42.0	29.2	24.6	2.3
006301001	TULOX H S	TULOX ISD	50.0	42.0	29.2	24.6	2.3
006401001	SAMPLE H S	SAMPLE ISD	53.9	42.0	29.2	24.6	2.3
006501001	RXNKQ H S	RXNKQ ISD	51.9	42.0	29.2	24.6	2.3
006601001	YL CXMPA H S	YL CXMPA ISD	51.0	42.0	29.2	24.6	2.3
006701001	TXYLAR H S	TXYLAR ISD	52.7	42.0	29.2	24.6	2.3
006801001	FLARYSVOLLY H S	FLARYSVOLLY ISD	49.8	42.0	29.2	24.6	2.3
006901001	DYNVYR CQTY H S	DYNVYR CQTY ISD	55.6	42.0	29.2	24.6	2.3

Campus Type Code:
 Elementary, Middle,
 Secondary, or Multi-level

Campus
 ID Numbers:
 This listing is in
 Campus ID
 number order.

Target Campus
 (identified by asterisk)

218901001
 219903001
 999999001 *
 231902001
 241903001
 246911001
 247901001
 251901001

PAGE 1

Percent of students identified as Hispanic

Percent of students identified as economically disadvantaged

Percent of students identified as mobile

Percent of students identified as limited English proficient (LEP)

Percent of students identified as African American

*** ORDER OF COLUMNS WILL VARY ON LISTS FOR OTHER CAMPUSES ***

** THIS CAMPUS HAS A MISSING MOBILITY RATE, SO ITS DISTRICT'S MOBILITY RATE WAS USED INSTEAD.
 NOTE THAT THE GROUP AVERAGE (SHOWN AT THE BOTTOM OF THE COLUMN) DOES NOT INCLUDE THIS SUBSTITUTED VALUE.

2001-02 Comparable Improvement

Appendix D
(cont.)

(5) Percent of All Matched Students Scoring a TLI \geq 85 in Prior Year: The number of matched students whose TLI in the prior year was 85 or more, divided by the number of all matched students (including those whose TLI was 85 or more).

(4) Prior Year Failer TLI Average Growth: The TLI/Average Growth for those matched students who failed the TAAS in the prior year.

(3) Prior Year Campus TLI Average: The sum of the prior TLI values of matched students, divided by the number of matched students.

(6) TLI Average Growth (TAG): The prior year Campus TLI (column 3) subtracted from the current year Campus TLI (column 2). Note: due to rounding, some TAG values will be slightly different.

(1) Number of Matched Students: Those students at each campus whose TAAS results can be found in both current and prior years, and whose TLI was 84 or less in the prior year.

(7) Quartile Position within the Comparison Group for TAG: The TAG values in column 6 are sorted from highest to lowest for the 40 campuses in the comparison group. Then four quartiles (Q1, Q2, Q3, & Q4) are assigned, with 10 campuses in each. Campuses in Q1 have shown the greatest improvement in TAAS performance, relative to other schools in the group.

TARGET CAMPUS NAME: SAMPLE H S
TARGET CAMPUS #: 9999990001
DISTRICT NAME: SAMPLE ISD
CAMPUS TYPE: SECONDARY SCHOOL

This listing is in campus ID number order.

TEXAS EDUCATION AGENCY
2001-02 COMPARABLE IMPROVEMENT
WORLD PERFORMANCE ACKNOWLEDGMENT - NOT QUALIFIED

CAMPUS NAME	(1) NUMBER MATCHED STUDENTS	(2) CURRENT YEAR AVG TLI	(3) PRIOR YEAR AVG TLI	(4) PRIOR YEAR FAILER TAG	(5) % > 84 ON PRIOR YR TLI	(6) TLI AVG GROWTH	(7) QUAR- TILE	(8) CAMPUS NAME	(9) NUMBER MATCHED STUDENTS	(10) CURRENT YEAR AVG TLI	(11) PRIOR YEAR AVG TLI	(12) PRIOR YEAR FAILER TAG	(13) % > 84 ON PRIOR YR TLI	(14) TLI AVG GROWTH	(15) QUAR- TILE	(16) CAMPUS NAME	(17) NUMBER MATCHED STUDENTS	(18) CURRENT YEAR AVG TLI	(19) PRIOR YEAR AVG TLI	(20) PRIOR YEAR FAILER TAG	(21) % > 84 ON PRIOR YR TLI	(22) TLI AVG GROWTH	(23) QUAR- TILE	(24) CAMPUS NAME	(25) NUMBER MATCHED STUDENTS	(26) CURRENT YEAR AVG TLI	(27) PRIOR YEAR AVG TLI	(28) PRIOR YEAR FAILER TAG	(29) % > 84 ON PRIOR YR TLI	(30) TLI AVG GROWTH	(31) QUAR- TILE	(32) CAMPUS NAME	(33) NUMBER MATCHED STUDENTS	(34) CURRENT YEAR AVG TLI	(35) PRIOR YEAR AVG TLI	(36) PRIOR YEAR FAILER TAG	(37) % > 84 ON PRIOR YR TLI	(38) TLI AVG GROWTH	(39) QUAR- TILE	(40) CAMPUS NAME	(41) NUMBER MATCHED STUDENTS	(42) CURRENT YEAR AVG TLI	(43) PRIOR YEAR AVG TLI	(44) PRIOR YEAR FAILER TAG	(45) % > 84 ON PRIOR YR TLI	(46) TLI AVG GROWTH	(47) QUAR- TILE	(48) CAMPUS NAME	(49) NUMBER MATCHED STUDENTS	(50) CURRENT YEAR AVG TLI	(51) PRIOR YEAR AVG TLI	(52) PRIOR YEAR FAILER TAG	(53) % > 84 ON PRIOR YR TLI	(54) TLI AVG GROWTH	(55) QUAR- TILE	(56) CAMPUS NAME	(57) NUMBER MATCHED STUDENTS	(58) CURRENT YEAR AVG TLI	(59) PRIOR YEAR AVG TLI	(60) PRIOR YEAR FAILER TAG	(61) % > 84 ON PRIOR YR TLI	(62) TLI AVG GROWTH	(63) QUAR- TILE	(64) CAMPUS NAME	(65) NUMBER MATCHED STUDENTS	(66) CURRENT YEAR AVG TLI	(67) PRIOR YEAR AVG TLI	(68) PRIOR YEAR FAILER TAG	(69) % > 84 ON PRIOR YR TLI	(70) TLI AVG GROWTH	(71) QUAR- TILE	(72) CAMPUS NAME	(73) NUMBER MATCHED STUDENTS	(74) CURRENT YEAR AVG TLI	(75) PRIOR YEAR AVG TLI	(76) PRIOR YEAR FAILER TAG	(77) % > 84 ON PRIOR YR TLI	(78) TLI AVG GROWTH	(79) QUAR- TILE	(80) CAMPUS NAME	(81) NUMBER MATCHED STUDENTS	(82) CURRENT YEAR AVG TLI	(83) PRIOR YEAR AVG TLI	(84) PRIOR YEAR FAILER TAG	(85) % > 84 ON PRIOR YR TLI	(86) TLI AVG GROWTH	(87) QUAR- TILE	(88) CAMPUS NAME	(89) NUMBER MATCHED STUDENTS	(90) CURRENT YEAR AVG TLI	(91) PRIOR YEAR AVG TLI	(92) PRIOR YEAR FAILER TAG	(93) % > 84 ON PRIOR YR TLI	(94) TLI AVG GROWTH	(95) QUAR- TILE	(96) CAMPUS NAME	(97) NUMBER MATCHED STUDENTS	(98) CURRENT YEAR AVG TLI	(99) PRIOR YEAR AVG TLI	(100) PRIOR YEAR FAILER TAG	(101) % > 84 ON PRIOR YR TLI	(102) TLI AVG GROWTH	(103) QUAR- TILE	(104) CAMPUS NAME	(105) NUMBER MATCHED STUDENTS	(106) CURRENT YEAR AVG TLI	(107) PRIOR YEAR AVG TLI	(108) PRIOR YEAR FAILER TAG	(109) % > 84 ON PRIOR YR TLI	(110) TLI AVG GROWTH	(111) QUAR- TILE	(112) CAMPUS NAME	(113) NUMBER MATCHED STUDENTS	(114) CURRENT YEAR AVG TLI	(115) PRIOR YEAR AVG TLI	(116) PRIOR YEAR FAILER TAG	(117) % > 84 ON PRIOR YR TLI	(118) TLI AVG GROWTH	(119) QUAR- TILE	(120) CAMPUS NAME	(121) NUMBER MATCHED STUDENTS	(122) CURRENT YEAR AVG TLI	(123) PRIOR YEAR AVG TLI	(124) PRIOR YEAR FAILER TAG	(125) % > 84 ON PRIOR YR TLI	(126) TLI AVG GROWTH	(127) QUAR- TILE	(128) CAMPUS NAME	(129) NUMBER MATCHED STUDENTS	(130) CURRENT YEAR AVG TLI	(131) PRIOR YEAR AVG TLI	(132) PRIOR YEAR FAILER TAG	(133) % > 84 ON PRIOR YR TLI	(134) TLI AVG GROWTH	(135) QUAR- TILE	(136) CAMPUS NAME	(137) NUMBER MATCHED STUDENTS	(138) CURRENT YEAR AVG TLI	(139) PRIOR YEAR AVG TLI	(140) PRIOR YEAR FAILER TAG	(141) % > 84 ON PRIOR YR TLI	(142) TLI AVG GROWTH	(143) QUAR- TILE	(144) CAMPUS NAME	(145) NUMBER MATCHED STUDENTS	(146) CURRENT YEAR AVG TLI	(147) PRIOR YEAR AVG TLI	(148) PRIOR YEAR FAILER TAG	(149) % > 84 ON PRIOR YR TLI	(150) TLI AVG GROWTH	(151) QUAR- TILE	(152) CAMPUS NAME	(153) NUMBER MATCHED STUDENTS	(154) CURRENT YEAR AVG TLI	(155) PRIOR YEAR AVG TLI	(156) PRIOR YEAR FAILER TAG	(157) % > 84 ON PRIOR YR TLI	(158) TLI AVG GROWTH	(159) QUAR- TILE	(160) CAMPUS NAME	(161) NUMBER MATCHED STUDENTS	(162) CURRENT YEAR AVG TLI	(163) PRIOR YEAR AVG TLI	(164) PRIOR YEAR FAILER TAG	(165) % > 84 ON PRIOR YR TLI	(166) TLI AVG GROWTH	(167) QUAR- TILE	(168) CAMPUS NAME	(169) NUMBER MATCHED STUDENTS	(170) CURRENT YEAR AVG TLI	(171) PRIOR YEAR AVG TLI	(172) PRIOR YEAR FAILER TAG	(173) % > 84 ON PRIOR YR TLI	(174) TLI AVG GROWTH	(175) QUAR- TILE	(176) CAMPUS NAME	(177) NUMBER MATCHED STUDENTS	(178) CURRENT YEAR AVG TLI	(179) PRIOR YEAR AVG TLI	(180) PRIOR YEAR FAILER TAG	(181) % > 84 ON PRIOR YR TLI	(182) TLI AVG GROWTH	(183) QUAR- TILE	(184) CAMPUS NAME	(185) NUMBER MATCHED STUDENTS	(186) CURRENT YEAR AVG TLI	(187) PRIOR YEAR AVG TLI	(188) PRIOR YEAR FAILER TAG	(189) % > 84 ON PRIOR YR TLI	(190) TLI AVG GROWTH	(191) QUAR- TILE	(192) CAMPUS NAME	(193) NUMBER MATCHED STUDENTS	(194) CURRENT YEAR AVG TLI	(195) PRIOR YEAR AVG TLI	(196) PRIOR YEAR FAILER TAG	(197) % > 84 ON PRIOR YR TLI	(198) TLI AVG GROWTH	(199) QUAR- TILE	(200) CAMPUS NAME	(201) NUMBER MATCHED STUDENTS	(202) CURRENT YEAR AVG TLI	(203) PRIOR YEAR AVG TLI	(204) PRIOR YEAR FAILER TAG	(205) % > 84 ON PRIOR YR TLI	(206) TLI AVG GROWTH	(207) QUAR- TILE	(208) CAMPUS NAME	(209) NUMBER MATCHED STUDENTS	(210) CURRENT YEAR AVG TLI	(211) PRIOR YEAR AVG TLI	(212) PRIOR YEAR FAILER TAG	(213) % > 84 ON PRIOR YR TLI	(214) TLI AVG GROWTH	(215) QUAR- TILE	(216) CAMPUS NAME	(217) NUMBER MATCHED STUDENTS	(218) CURRENT YEAR AVG TLI	(219) PRIOR YEAR AVG TLI	(220) PRIOR YEAR FAILER TAG	(221) % > 84 ON PRIOR YR TLI	(222) TLI AVG GROWTH	(223) QUAR- TILE	(224) CAMPUS NAME	(225) NUMBER MATCHED STUDENTS	(226) CURRENT YEAR AVG TLI	(227) PRIOR YEAR AVG TLI	(228) PRIOR YEAR FAILER TAG	(229) % > 84 ON PRIOR YR TLI	(230) TLI AVG GROWTH	(231) QUAR- TILE	(232) CAMPUS NAME	(233) NUMBER MATCHED STUDENTS	(234) CURRENT YEAR AVG TLI	(235) PRIOR YEAR AVG TLI	(236) PRIOR YEAR FAILER TAG	(237) % > 84 ON PRIOR YR TLI	(238) TLI AVG GROWTH	(239) QUAR- TILE	(240) CAMPUS NAME	(241) NUMBER MATCHED STUDENTS	(242) CURRENT YEAR AVG TLI	(243) PRIOR YEAR AVG TLI	(244) PRIOR YEAR FAILER TAG	(245) % > 84 ON PRIOR YR TLI	(246) TLI AVG GROWTH	(247) QUAR- TILE	(248) CAMPUS NAME	(249) NUMBER MATCHED STUDENTS	(250) CURRENT YEAR AVG TLI	(251) PRIOR YEAR AVG TLI	(252) PRIOR YEAR FAILER TAG	(253) % > 84 ON PRIOR YR TLI	(254) TLI AVG GROWTH	(255) QUAR- TILE	(256) CAMPUS NAME	(257) NUMBER MATCHED STUDENTS	(258) CURRENT YEAR AVG TLI	(259) PRIOR YEAR AVG TLI	(260) PRIOR YEAR FAILER TAG	(261) % > 84 ON PRIOR YR TLI	(262) TLI AVG GROWTH	(263) QUAR- TILE	(264) CAMPUS NAME	(265) NUMBER MATCHED STUDENTS	(266) CURRENT YEAR AVG TLI	(267) PRIOR YEAR AVG TLI	(268) PRIOR YEAR FAILER TAG	(269) % > 84 ON PRIOR YR TLI	(270) TLI AVG GROWTH	(271) QUAR- TILE	(272) CAMPUS NAME	(273) NUMBER MATCHED STUDENTS	(274) CURRENT YEAR AVG TLI	(275) PRIOR YEAR AVG TLI	(276) PRIOR YEAR FAILER TAG	(277) % > 84 ON PRIOR YR TLI	(278) TLI AVG GROWTH	(279) QUAR- TILE	(280) CAMPUS NAME	(281) NUMBER MATCHED STUDENTS	(282) CURRENT YEAR AVG TLI	(283) PRIOR YEAR AVG TLI	(284) PRIOR YEAR FAILER TAG	(285) % > 84 ON PRIOR YR TLI	(286) TLI AVG GROWTH	(287) QUAR- TILE	(288) CAMPUS NAME	(289) NUMBER MATCHED STUDENTS	(290) CURRENT YEAR AVG TLI	(291) PRIOR YEAR AVG TLI	(292) PRIOR YEAR FAILER TAG	(293) % > 84 ON PRIOR YR TLI	(294) TLI AVG GROWTH	(295) QUAR- TILE	(296) CAMPUS NAME	(297) NUMBER MATCHED STUDENTS	(298) CURRENT YEAR AVG TLI	(299) PRIOR YEAR AVG TLI	(300) PRIOR YEAR FAILER TAG	(301) % > 84 ON PRIOR YR TLI	(302) TLI AVG GROWTH	(303) QUAR- TILE	(304) CAMPUS NAME	(305) NUMBER MATCHED STUDENTS	(306) CURRENT YEAR AVG TLI	(307) PRIOR YEAR AVG TLI	(308) PRIOR YEAR FAILER TAG	(309) % > 84 ON PRIOR YR TLI	(310) TLI AVG GROWTH	(311) QUAR- TILE	(312) CAMPUS NAME	(313) NUMBER MATCHED STUDENTS	(314) CURRENT YEAR AVG TLI	(315) PRIOR YEAR AVG TLI	(316) PRIOR YEAR FAILER TAG	(317) % > 84 ON PRIOR YR TLI	(318) TLI AVG GROWTH	(319) QUAR- TILE	(320) CAMPUS NAME	(321) NUMBER MATCHED STUDENTS	(322) CURRENT YEAR AVG TLI	(323) PRIOR YEAR AVG TLI	(324) PRIOR YEAR FAILER TAG	(325) % > 84 ON PRIOR YR TLI	(326) TLI AVG GROWTH	(327) QUAR- TILE	(328) CAMPUS NAME	(329) NUMBER MATCHED STUDENTS	(330) CURRENT YEAR AVG TLI	(331) PRIOR YEAR AVG TLI	(332) PRIOR YEAR FAILER TAG	(333) % > 84 ON PRIOR YR TLI	(334) TLI AVG GROWTH	(335) QUAR- TILE	(336) CAMPUS NAME	(337) NUMBER MATCHED STUDENTS	(338) CURRENT YEAR AVG TLI	(339) PRIOR YEAR AVG TLI	(340) PRIOR YEAR FAILER TAG	(341) % > 84 ON PRIOR YR TLI	(342) TLI AVG GROWTH	(343) QUAR- TILE	(344) CAMPUS NAME	(345) NUMBER MATCHED STUDENTS	(346) CURRENT YEAR AVG TLI	(347) PRIOR YEAR AVG TLI	(348) PRIOR YEAR FAILER TAG	(349) % > 84 ON PRIOR YR TLI	(350) TLI AVG GROWTH	(351) QUAR- TILE	(352) CAMPUS NAME	(353) NUMBER MATCHED STUDENTS	(354) CURRENT YEAR AVG TLI	(355) PRIOR YEAR AVG TLI	(356) PRIOR YEAR FAILER TAG	(357) % > 84 ON PRIOR YR TLI	(358) TLI AVG GROWTH	(359) QUAR- TILE	(360) CAMPUS NAME	(361) NUMBER MATCHED STUDENTS	(362) CURRENT YEAR AVG TLI	(363) PRIOR YEAR AVG TLI	(364) PRIOR YEAR FAILER TAG	(365) % > 84 ON PRIOR YR TLI	(366) TLI AVG GROWTH	(367) QUAR- TILE	(368) CAMPUS NAME	(369) NUMBER MATCHED STUDENTS	(370) CURRENT YEAR AVG TLI	(371) PRIOR YEAR AVG TLI	(372) PRIOR YEAR FAILER TAG	(373) % > 84 ON PRIOR YR TLI	(374) TLI AVG GROWTH	(375) QUAR- TILE	(376) CAMPUS NAME	(377) NUMBER MATCHED STUDENTS	(378) CURRENT YEAR AVG TLI	(379) PRIOR YEAR AVG TLI	(380) PRIOR YEAR FAILER TAG	(381) % > 84 ON PRIOR YR TLI	(382) TLI AVG GROWTH	(383) QUAR- TILE	(384) CAMPUS NAME	(385) NUMBER MATCHED STUDENTS	(386) CURRENT YEAR AVG TLI	(387) PRIOR YEAR AVG TLI	(388) PRIOR YEAR FAILER TAG	(389) % > 84 ON PRIOR YR TLI	(390) TLI AVG GROWTH	(391) QUAR- TILE	(392) CAMPUS NAME	(393) NUMBER MATCHED STUDENTS	(394) CURRENT YEAR AVG TLI	(395) PRIOR YEAR AVG TLI	(396) PRIOR YEAR FAILER TAG	(397) % > 84 ON PRIOR YR TLI	(398) TLI AVG GROWTH	(399) QUAR- TILE	(400) CAMPUS NAME	(401) NUMBER MATCHED STUDENTS	(402) CURRENT YEAR AVG TLI	(403) PRIOR YEAR AVG TLI	(404) PRIOR YEAR FAILER TAG	(405) % > 84 ON PRIOR YR TLI	(406) TLI AVG GROWTH	(407) QUAR- TILE	(408) CAMPUS NAME	(409) NUMBER MATCHED STUDENTS	(410) CURRENT YEAR AVG TLI	(411) PRIOR YEAR AVG TLI	(412) PRIOR YEAR FAILER TAG	(413) % > 84 ON PRIOR YR TLI	(414) TLI AVG GROWTH	(415) QUAR- TILE	(416) CAMPUS NAME	(417) NUMBER MATCHED STUDENTS	(418) CURRENT YEAR AVG TLI	(419) PRIOR YEAR AVG TLI	(420) PRIOR YEAR FAILER TAG	(421) % > 84 ON PRIOR YR TLI	(422) TLI AVG GROWTH	(423) QUAR- TILE	(424) CAMPUS NAME	(425) NUMBER MATCHED STUDENTS	(426) CURRENT YEAR AVG TLI	(427) PRIOR YEAR AVG TLI	(428) PRIOR YEAR FAILER TAG	(429) % > 84 ON PRIOR YR TLI	(430) TLI AVG GROWTH	(431) QUAR- TILE	(432) CAMPUS NAME	(433) NUMBER MATCHED STUDENTS	(434) CURRENT YEAR AVG TLI	(435) PRIOR YEAR AVG TLI	(436) PRIOR YEAR FAILER TAG	(437) % > 84 ON PRIOR YR TLI	(438) TLI AVG GROWTH	(439) QUAR- TILE	(440) CAMPUS NAME	(441) NUMBER MATCHED STUDENTS	(442) CURRENT YEAR AVG TLI	(443) PRIOR YEAR AVG TLI	(444) PRIOR YEAR FAILER TAG	(445) % > 84 ON PRIOR YR TLI	(446) TLI AVG GROWTH	(447) QUAR- TILE	(448) CAMPUS NAME	(449) NUMBER MATCHED STUDENTS	(450) CURRENT YEAR AVG TLI	(451) PRIOR YEAR AVG TLI	(452) PRIOR YEAR FAILER TAG	(453) % > 84 ON PRIOR YR TLI	(454) TLI AVG GROWTH	(455) QUAR- TILE	(456) CAMPUS NAME	(457) NUMBER MATCHED STUDENTS	(458) CURRENT YEAR AVG TLI	(459) PRIOR YEAR AVG TLI	(460) PRIOR YEAR FAILER TAG	(461) % > 84 ON PRIOR YR TLI	(462) TLI AVG GROWTH	(463) QUAR- TILE	(464) CAMPUS NAME	(465) NUMBER MATCHED STUDENTS	(466) CURRENT YEAR AVG TLI	(467) PRIOR YEAR AVG TLI	(468) PRIOR YEAR FAILER TAG	(469) % > 84 ON PRIOR YR TLI	(470) TLI AVG GROWTH	(471) QUAR- TILE	(472) CAMPUS NAME	(473) NUMBER MATCHED STUDENTS	(474) CURRENT YEAR AVG TLI	(475) PRIOR YEAR AVG TLI	(476) PRIOR YEAR FAILER TAG	(477) % > 84 ON PRIOR YR TLI	(478) TLI AVG GROWTH	(479) QUAR- TILE	(480) CAMPUS NAME	(481) NUMBER MATCHED STUDENTS	(482) CURRENT YEAR AVG TLI	(483) PRIOR YEAR AVG TLI	(484) PRIOR YEAR FAILER TAG	(485) % > 84 ON PRIOR YR TLI	(486) TLI AVG GROWTH	(487) QUAR- TILE	(488) CAMPUS NAME	(489) NUMBER MATCHED STUDENTS	(490) CURRENT YEAR AVG TLI	(491) PRIOR YEAR AVG TLI	(492) PRIOR YEAR FAILER TAG	(493) % > 84 ON PRIOR YR TLI	(494) TLI AVG GROWTH	(495) QUAR- TILE	(496) CAMPUS NAME	(497) NUMBER MATCHED STUDENTS	(498) CURRENT YEAR AVG TLI	(499) PRIOR YEAR AVG TLI	(500) PRIOR YEAR FAILER TAG	(501) % > 84 ON PRIOR YR TLI	(502) TLI AVG GROWTH	(503) QUAR- TILE	(504) CAMPUS NAME	(505) NUMBER MATCHED STUDENTS	(506) CURRENT YEAR AVG TLI	(507) PRIOR YEAR AVG TLI	(508) PRIOR YEAR FAILER TAG	(509) % > 84 ON PRIOR YR TLI	(510) TLI AVG GROWTH	(511) QUAR- TILE	(512) CAMPUS NAME	(513) NUMBER MATCHED STUDENTS	(514) CURRENT YEAR AVG TLI	(515) PRIOR YEAR AVG TLI	(516) PRIOR YEAR FAILER TAG	(517) % > 84 ON PRIOR YR TLI	(518) TLI AVG GROWTH	(519) QUAR- TILE	(520) CAMPUS NAME	(521) NUMBER MATCHED STUDENTS	(522) CURRENT YEAR AVG TLI	(523) PRIOR YEAR AVG TLI	(524) PRIOR YEAR FAILER TAG	(525) % > 84 ON PRIOR YR TLI	(526) TLI AVG GROWTH	(527)
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2001-02 TAAS Participation Report

District Name: SAMPLE II Campus Name: SAMPLE HIGH Campus #: 555555444										T E X A S E D U C A T I O N A G E N C Y Academic Excellence Indicator System 2001-02 Campus Performance										Section I - Page 3 Total Students: 2,471 Grade Span: 09 - 12 School Type: Secondary		
Indicator:										District Campus										Asian/ Pac.Is.		
State										African American										Male		
2002 TAAS Participation Grades 3-8 & 10										Native										Female		
Econ. Special Disadv. Educ.																						
Tested										96.2%										91.7%		
Acct Subset										85.0%										89.4%		
Mobile Subset										4.5%										2.2%		
Science only										0.0%										0.0%		
SDAA only										6.7%										0.0%		
Not Tested										3.8%										8.3%		
Absent										0.7%										1.6%		
ARD Exempt										1.1%										6.7%		
LEP Exempt										1.4%										0.0%		
Other										0.6%										0.0%		
Total Count										2,193,137										15		
2001 TAAS Participation Grades 3-8 & 10										4.0%										312		
Tested										96.2%										93.9%		
Acct Subset										85.0%										91.7%		
Mobile Subset										4.8%										3.4%		
Science Only										0.0%										0.0%		
SDAA only										6.4%										0.0%		
pt Tested										3.8%										0.0%		
Absent										0.6%										6.1%		
ARD Exempt										1.1%										2.7%		
LEP Exempt										1.4%										0.0%		
Other										0.7%										0.8%		
Total Count										2,156,695										9		
2001 TAAS Participation Grades 3-8 & 10										4.0%										264		
Tested										96.2%										97.3%		
Acct Subset										85.0%										92.4%		
Mobile Subset										4.8%										4.9%		
Science Only										0.0%										0.0%		
SDAA only										6.4%										0.0%		
pt Tested										3.8%										2.7%		
Absent										0.6%										1.1%		
ARD Exempt										1.1%										1.1%		
LEP Exempt										1.4%										0.0%		
Other										0.7%										0.5%		
Total Count										4,882										184		
2001 TAAS Participation Grades 3-8 & 10										4.0%										167		
Tested										96.2%										94.0%		
Acct Subset										85.0%										92.4%		
Mobile Subset										4.8%										4.9%		
Science Only										0.0%										0.0%		
SDAA only										6.4%										0.0%		
pt Tested										3.8%										2.7%		
Absent										0.6%										1.1%		
ARD Exempt										1.1%										1.1%		
LEP Exempt										1.4%										0.0%		
Other										0.7%										0.5%		
Total Count										4,882										167		
2001 TAAS Participation Grades 3-8 & 10										4.0%										167		
Tested										96.2%										94.0%		
Acct Subset										85.0%										92.4%		
Mobile Subset										4.8%										4.9%		
Science Only										0.0%										0.0%		
SDAA only										6.4%										0.0%		
pt Tested										3.8%										2.7%		
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Special Education Compliance Status 2002

The Texas Education Code (TEC) requires the Texas Education Agency to determine the special education compliance status (SpECS) of each school district and charter school in the state. For 2002, the Agency determined the SpECS of each school district and charter school in accordance with the methodology described below. **The 2002 SpECS of each school district and charter school is based upon information available to the Agency as of June 28, 2002.**

1. Desk Audit: Compliant

In accordance with Section 29.010 of the TEC, the Agency has adopted and implemented a comprehensive system for monitoring school district and charter school compliance with federal and state laws relating to special education. The Agency's monitoring system provides for the ongoing analysis of district special education data and of complaints filed with the Agency concerning special education services. The analysis of data is conducted in accordance with the Agency's Special Education Data Analysis System (DAS). In January 2002, the Agency completed its most recent evaluation of school districts and charter schools under the DAS. The Agency then considered those DAS results as part of its process of selecting school districts and charter schools to receive District Effectiveness and Compliance (DEC) on-site monitoring visits during the 2002-2003 school year. The districts and charter schools selected to receive DEC visits during the 2002-2003 school year were notified of their selection on January 31, 2002. **Desk Audit: Compliant** is the 2002 SpECS assigned to all districts and charter schools that were not selected to receive a DEC on-site visit during the 2002-2003 school year based on the DAS and that are not identified, as of June 28, 2002, as having one of the following seven categories of SpECS.

2. Desk Audit: Self-Evaluation Required

Based on its continued evaluation of the January 2002 DAS results, the Agency anticipates that by September 1, 2002 it will select certain school districts and charter schools to participate in self-evaluations of their special education programs during the 2002-2003 school year. Evaluation of the 2002 DAS results is nearing completion. As of June 28, 2002, however, no district or charter school had yet been selected to conduct a self-evaluation of its special education program. In the event a district or charter school had been identified, as of June 28, 2002, to participate in a self-evaluation, then the district's or charter school's 2002 SpECS would have been **Desk Audit: Self-Evaluation Required**.

3. Desk Audit: Site Visit Pending

This is the SpECS assigned to each school district and charter school that received a DEC visit during the 2001-2002 school year but for whom the Agency had not completed and mailed the written DEC report relating to such visit as of June 28, 2002. This is also the SpECS assigned to each school district and charter school selected through DAS to receive a DEC visit during the 2002-2003 school year based on the January 2002 DAS results.

4. Site-Visit: Compliant

This is the SpECS assigned to each school district and charter school that received a DEC visit during the 2001-2002 school year and the written report of the visit contained no special education citations.

5. Site-Visit: Corrective Action Compliant

This is the SpECS assigned to each school district and charter school involved in the implementation of corrective actions during the 2001-2002 school year (based on special education compliance citations noted during one or more on-site monitoring visits conducted by the Agency) which resulted in a written finding by the Agency, on or before June 28, 2002, that the corrective actions were sufficient to bring the

school district or charter school into compliance with federal and state laws relating to special education.

6. Site-Visit: Corrective Action Required (Under Review by TEA)

This is the SpECS assigned to each school district and charter school involved in the implementation of corrective actions during the 2001-2002 school year (based on special education compliance citations noted during one or more on-site monitoring visits conducted by the Agency), and the corrective actions were still being reviewed for sufficiency by the Agency as of June 28, 2002.

7. Site-Visit: Corrective Action Required (Unresolved)

This is the SpECS assigned to each school district and charter school involved in the implementation of corrective actions during the 2001-2002 school year (based on special education compliance citations noted during one or more on-site monitoring visits conducted by the Agency), and the Agency has notified the district or charter school that the corrective actions are unacceptable or insufficient to bring the district or charter school into compliance. Additionally, this SpECS is assigned when the Agency has conducted one or more Corrective Action Review (CAR) follow-up visits to the district or charter school, and, as of June 28, 2002, citations still remain and corrective actions continue to be unresolved.

8. Sanctions Imposed

This is the SpECS assigned to each school district and charter school for which one or more of the sanctions or interventions authorized by state law or rule have been imposed by the Agency (and have not been removed as of June 28, 2002) as a result of issues or concerns relating to the district's or charter school's special education program.

If you have questions about the *Special Education Compliance Status*, please contact the Division of Accountability Development and Support at (512) 463-9716. (Source: *Division of Accountability Development and Support*)